REPORT RESUMES

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PEACE CORPS--EVALUATION OF PEACE CORPS TRAINING PROGRAMS, SOME PSYCHOLOGICAL DIFFERENCES BETWEEN PEACE CORPS TRAINING UNITS AND TRAINEES. FINAL REPORT.

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A QUANTITATIVE COMPARISON OF THE PSYCHOLOGICAL CHARACTERISTICS OF PEACE CORPS TRAINING UNITS AND TRAINEES WAS MADE TO PROVIDE A BASIS FOR RATING PROGRAM QUALITY, ESTABLISHING UNIFORM TRAINING OBJECTIVES AND PROCEDURES, ENABLING TRAINING INSTITUTIONS TO IDENTIFY AND IMPROVE AREAS OF WEAKNESS, AND SELECTING TRAINEES. AN ANALYSIS OF 63 PEACE CORPS TRAINING UNITS IN 48 HOST INSTITUTIONS MEASURED TRAINEES AND PROGRAMS USING TOOLS EVOLVED FROM STUDIES OF HIGHER EDUCATION BY STERN, STEIN, AND BLOOM. MEASUREMENTS OF SUCCESS WERE FINAL SELECTION BOARD RATINGS OF TRAINEES, TRAINING ATTRITION, AND OVERSEAS EFFECTIVENESS RATINGS. PROGRAM CHARACTERISTICS ASSOCIATED WITH EFFECTIVE PROGRAMS WERE FRIENDLY GROUP INTERACTION, WELL-ROUNDED INTELLECTUAL EXPERIENCE, EMPHASIS ON SOCIAL ACTION, INDIVIDUAL TRAINEE AUTONOMY AND RESPONSIBILITY, AND HIGH PERSONAL ACHIEVEMENT STANDARDS. A NUMBER OF PERSONAL CHARACTERISTICS HAD DIFFERENT EFFECTS ON SUCCESS IN VARIOUS PHASES OF EVALUATION. NINE APPENDIXES CONTAIN DETAILED MEASURES OF THE FACTORS STUDIED FOR EACH OF THE 63 PROGRAMS. (JA)

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PEACE CORPS

Evaluation of Peace Corps Training Programs

Some Psychological Differences Between Peace Corps Training Units and Trainees

Final Report
Contract No. PC (W)-273

1 December 1963 through 1 March 1966

George G. Stern
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ABSTRACT

An analysis of program characteristics of 63 training units activated between August 1963 and October 1964 revealed differences between them analogous to those which differentiate between colleges generally in this country. A few resembled the best of the elite liberal arts colleges in a number of organizational characteristics, most approached this standard, and a few fell very far below it. Inferences concerning the respective qualities of these programs were borne out in the experience of Training Support personnel.

The sources of these differences may be summarized as follows:

I. Development Factors

1. Group Life versus Isolation. Top programs set a pattern for group interaction that stresses outgoing, friendly social participation and a high degree of mutuality.

2. Intellectual Climate. This measure reflected training unit efforts to provide a well-rounded and integrated intellectual experience. These units were also found to have been emphasizing a commitment to social action and to improvement of man's condition.

3. Personal Dignity. The best programs were characterized by student personnel practices that kept direct supervision to a minimum and maximized the autonomy and personal responsibility of each individual.

4. Achievement Standards. Trainees were encouraged to maintain high standards of personal achievement. The most outstanding programs demanded high levels of performance, offered many different ways to demonstrate competence, but were also relatively flexible in their requirements.

II. Control Factors

5. Orderliness. The poorest programs were low in the four preceding factors, and high on others suggesting a preoccupation with bureaucratic detail. They were more compulsively organized, and far more restrictive and contravening in student affairs.

6. _Impulse Control_. The administrative style in the poorer programs was authoritarian, stressing deference and constraint. A Calvinist ethos seemed to prevail at these institutions.

-1. _Isolation versus Group Life_. The group atmosphere in these programs was found to be unfriendly and non-participating. People were not supportive of one another, socially withdrawn, and the general outlook seemed excessively humorless and work-oriented.

The characteristics of the trainees were also found to differ from unit to unit, but the quality of the students assembled for any given unit was not related to the quality of the program or to its purpose, i.e., good trainees were to be found in poor programs and vice versa.

Programs with the highest attrition rates (41-50 percent) had the lowest _Intellectual Climate_ scores. A significant relationship was also found between Final Selection Board ratings and _Achievement Standards_. High overseas field evaluations were associated with programs that were high in _Intellectual Climate_ and in _Orderliness_.

Al Differences

Personality pattern differences between trainees in different programs appeared on 11 of 12 Al Factors. Factor 9, Sensuousness, is the only factor which does not discriminate.

Relationships of study variables and Al factors were examined and are summarized below.

Program Characteristics

No personality differences were found between programs recruited at different times of the year. Short training programs have females who are low on the factors which comprise Intellectual Orientation (factors 1-5). For males there is a difference between the training specialties Urban and Urban/rural mixed for the factor Self Assertion. For the same factor there is a difference between Urban and Education training specialties for females.

Program Outcomes

High Audacity is associated with high attrition in training for males. High training attrition for females is associated with high Dependency.

Trainee Effectiveness Ratings

For females, Self Assertion (factor 1) is reflected in high Final Selection Board ratings. For males the trainees with the best Final Selection Boards are highly motivated and lacking in sensuality. The general pattern is that high board ratings tend to be given to the essentially unemotional and constricted but intellectually oriented trainee.

The highest overseas ratings are associated with high expressiveness and self assertion, and low friendliness and orderliness. That is, the more compulsive and/or gregarious males do less well than those who are self assured, manipulative and emotionally unconstrained.

Interrelationship Between Trainee and Training Site Characteristics and Their Relevance to Study Variables

The interaction of person and environment was examined in relation to three outcome measures: training attrition, Final Selection Board ratings, and Overseas Effectiveness ratings.

Training Attrition

Programs with high order and structure and low intellectual press are associated with dependent women, aggressive, highly motivated men and high training attrition.

Final Selection Boards

High Final Selection Board ratings are associated with environmental press for personal achievement and non-aggressive but achievement motivated males.

Overseas Effectiveness Ratings

High Overseas Effectiveness ratings are associated with high Intellectual Climate, high Orderliness, and a self assured, manipulative, and emotionally unconstrained personality pattern.

INTRODUCTION

The purpose of this study was to make a quantitative comparison of the psychological characteristics of Peace Corps training units and trainees. Insofar as differences between programs can be identified which are unrelated to the caliber of the respective groups of trainees, the resulting variables provide a basis for a) rating program quality, b) establishing uniform training objectives and procedures, and c) enabling training institutions to identify and improve areas of manifest weakness. An examination of the personality characteristics of the trainees in various programs, both successful and unsuccessful, will provide information useful for trainee selection.

Background

The tools used in the present research to measure person and environment have evolved out of a series of studies of higher education undertaken over the past fifteen years (Stern, Stein & Bloom, 1956; Stern, 1962). The problem with respect to colleges is essentially one of finding better ways of characterizing their differences, especially those which relate to what the college does to its students. College students differ from one another as distinctive personalities and the same thing has been said of the collectivity of students represented in a student body as well as of the institution to which they belong.

The college community may be regarded as a system of pressures, practices and policies intended to influence the development of students toward attainment of institutional objectives. The distinctive atmosphere of a college and the difference between colleges may be attributable in part to the different ways in which such systems are organized--to subtle differences in rules and regulations, rewards and restrictions, classroom climate, patterns of personal and social activity, and in other media through which the behavior of the individual student is shaped.

Two instruments have been developed for measuring such psychological attributes of persons and environments: the Activities Index (AI) and the College Characteristics Index (CCI). These two instruments complement one another as measures of interpersonal interaction characteristics of the individual on the one hand and reciprocal qualities of the environmental setting in which he functions on the other. They are based on 30 variables associated with these interpersonal processes, as listed in Appendix I. Copies of the two instruments may be found in Appendix II.

Eleven factors were found to account for the variation in college environments represented by the interrelations among the 30 CCI scales (Saunders, n.d.). Six of these share a common second order variance attributable to differences in the intellectual quality of the college: Aspiration Level, Intellectual Climate, Student Dignity, Academic Climate, Academic Achievement. The other second order factor includes the last of these, Self Expression, along with the remainder: Group Life, Academic Organization, Social Form, Play--Work, and Vocational Climate. This latter group consists of essentially non-academic components, and the joint loading from the Self-Expression factor is probably attributable to the fact that activities that help to develop self assurance and leadership potential (public discussions, projects, student drama and musical activities, etc.) are to be found in both the curriculum and the extra-curriculum.

Highly significant differences have been found on all eleven between different types of undergraduate programs (Stern, 1966). Figure 1 shows profiles for three of these types: independent, denominational and university-affiliated liberal arts colleges.

> It is evident that independent liberal arts colleges tend to be characterized by a pronounced intellectual climate and an absence or de-emphasis of many nonintellectual factors found in other types of schools. Both the denominational colleges and the university-affiliated liberal arts programs are below average in intellectually-oriented activities; the denominational colleges in particular are singularly low in the level of academic achievement set for the students. Each of these two types of institutions has its own distinctive nonintellectual features; the denominational colleges tend to stress organized group social and academic activities, the universities a high level of collegiate play and peer-culture amusements (Stern, 1965, pp. 137-139).

Figures 2 and 3 illustrate differences in personality characteristics between students enrolled in the schools shown in Figure 1. Twelve factors describe the student bodies. Five involve intellectual functions, three are concerned with dependency needs, and four reflect emotional expressiveness. Although similar to the environmental factors in content, and equally significant in differentiating between various types of colleges, the two sets of factors are statistically independent; no factor has significant loadings from both instruments.

As shown in these two figures, the independent liberal arts students are the only group of the three with manifest intellectual needs. They are also low in orderliness, closeness, and friendliness. Denominational students on the other hand tend to be lower in intellectual orientation but substantially higher in orderliness and various forms of group participation emphasizing social togetherness. The university students are essentially undifferentiable due to their great diversity.

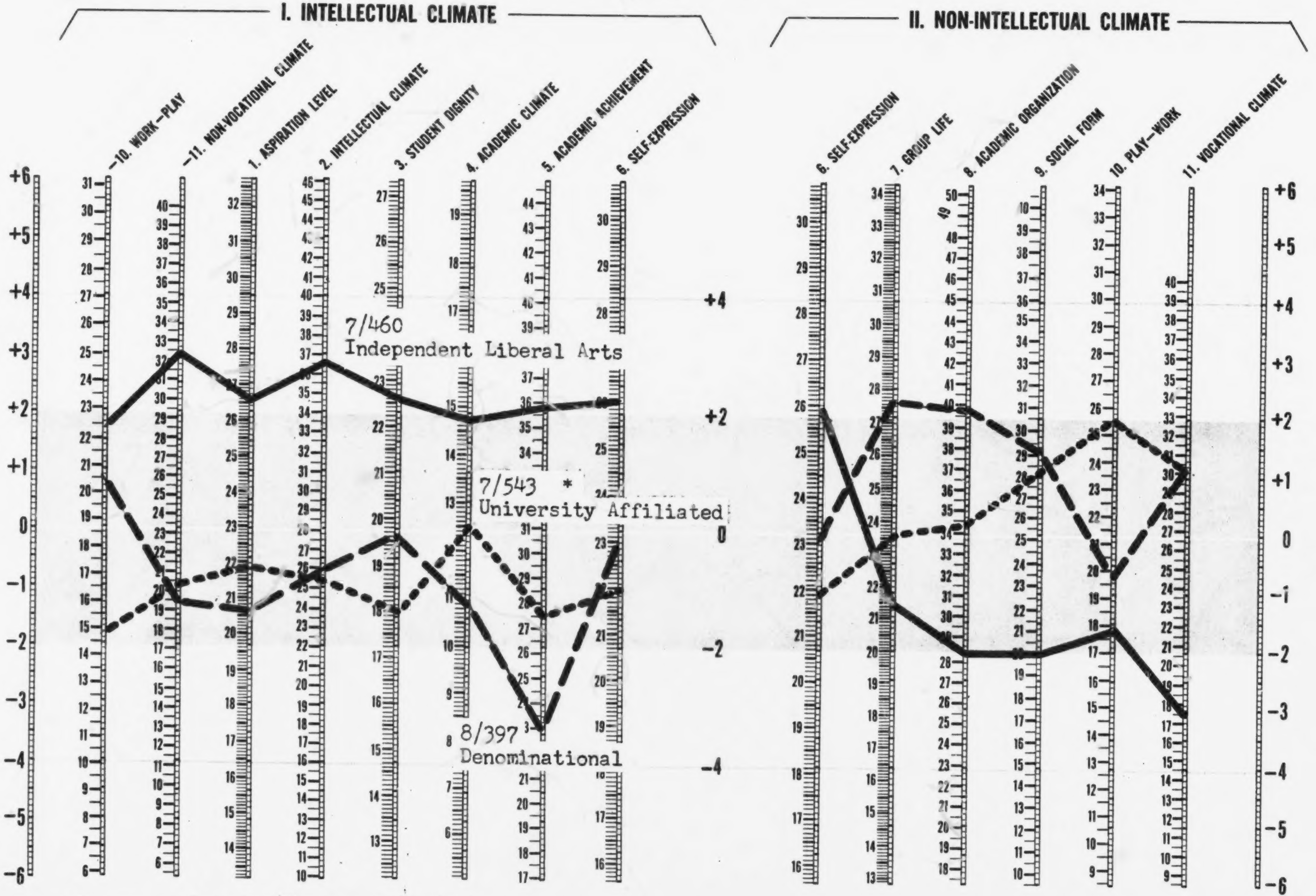
The six factors forming the intellectual climate area (I) of the CCI are highly correlated with various indices of institutional quality (Stern, 1963). A score based on the total of all factors in Area I correlates .80 with the Knapp-Greenbaum Index of scholar production, .76 with Ph. D. output rate, .71 with National Merit Scholarship Test school averages, and .83 with CEEB Scholastic Aptitude Test Verbal mean scores. The

Fig. 3. Differences Between the Academic Environments of Three Types of Liberal Arts Colleges.

FACTOR SCORE PROFILE—COLLEGE ENVIRONMENT (CCI)

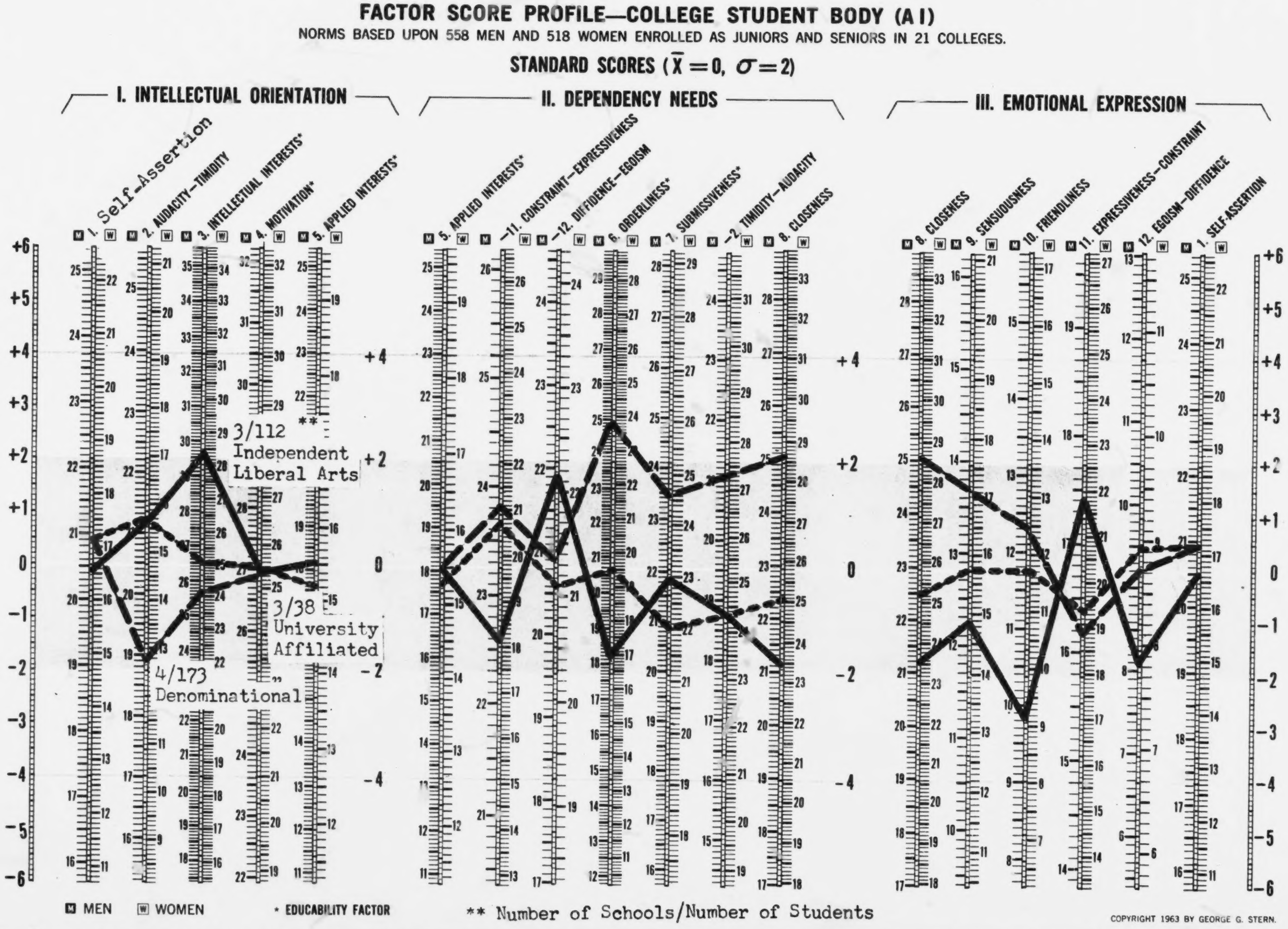
NORMS BASED UPON 1993 JUNIORS AND SENIORS ENROLLED IN 32 COLLEGES.

STANDARD SCORES ($\overline{X}=0$, $\sigma=2$)



* Number of Schools/Number of Students

Fig. 2. Differences Between Male Students in Three Types of Liberal Arts Colleges.



** Number of Schools/Number of Students

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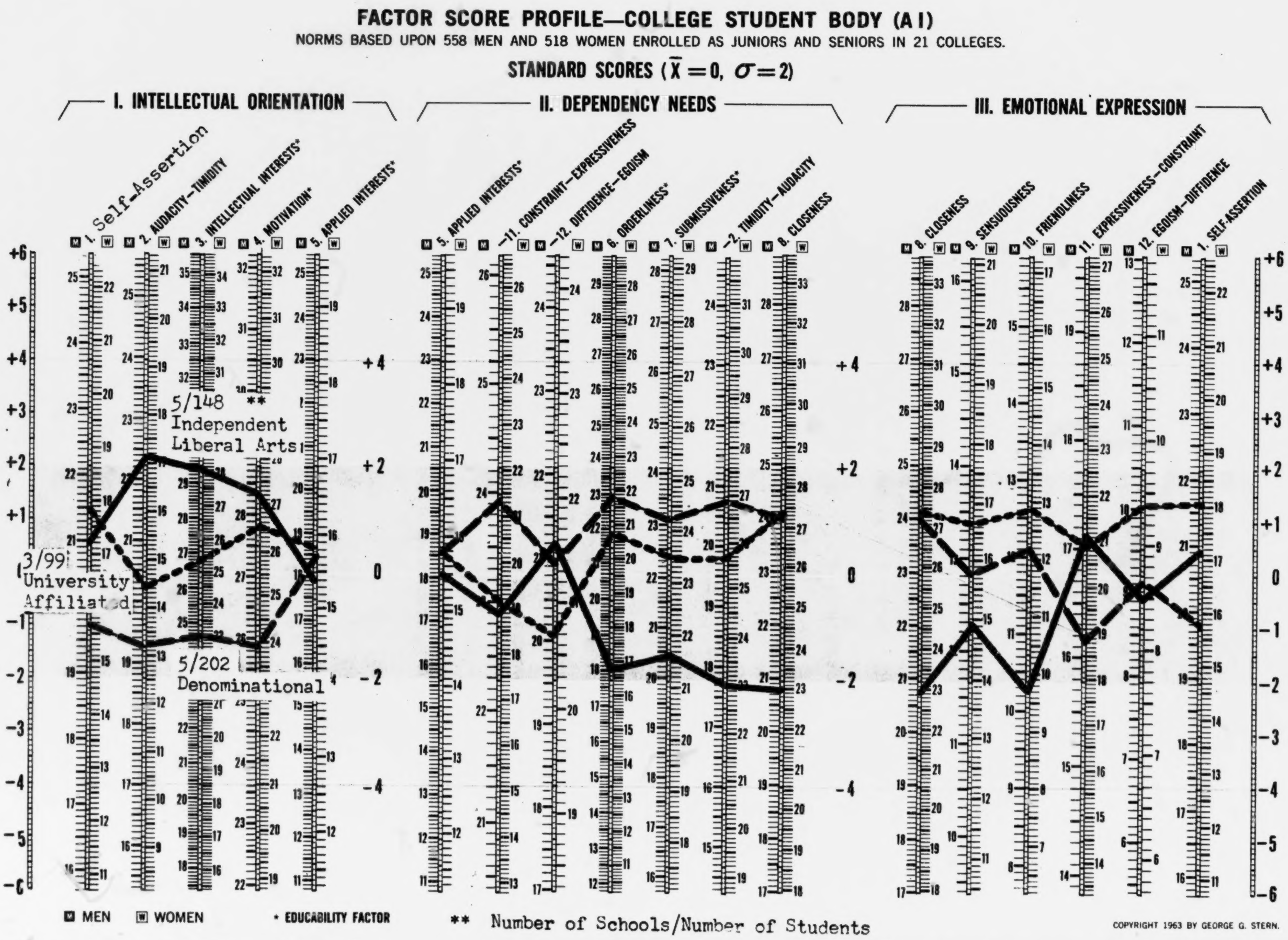
Fig. 3. Differences Between Female Students in Three Types of Liberal Arts Colleges.



highest schools on this measure of intellectual climate have a profile as shown in Figure 4. These include the most distinguished institutions sampled: Antioch, Bennington, Bryn Mawr, Goddard, Oberlin, Reed, Sarah Lawrence, Shimer, Swarthmore, Vassar, and Wesleyan. The bottom schools on the same distribution are quite different in many respects, consisting primarily of large, metropolitan, public, non-residential institutions with a proliferation of technical and pre-professional programs.

> It is evident from the figure that these institutions are as polarized in their approaches to the non-intellectual as they are to the intellectual aspects of college life. In addition to being widely separated on each of the intellectual climate components noted above, they also differ in the higher level of bureaucratic organization (formal and informal, academic and extracurricular) which governs all aspects of life at the 'low' institutions and the rejection of vocational preparation at the 'high' schools (Stern, 1965, p. 146).

The differences between these two extremes in higher education are also relevant to Peace Corps training. As we shall see, the training units tend to run a similar gamut in intellectual and bureaucratic orientation.

Procedures

Peace Corps Sample

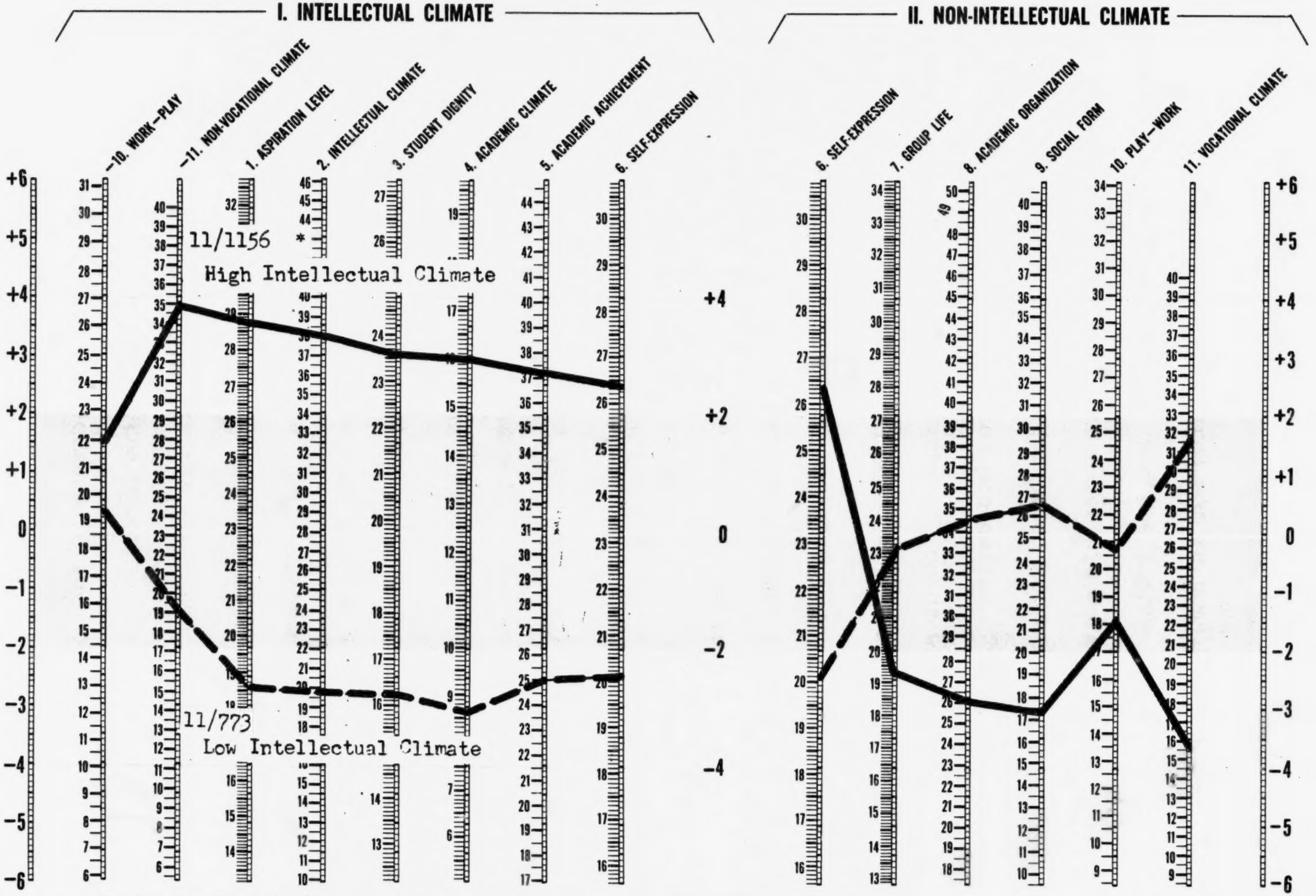
The sample of Peace Corps training programs used in this study consisted of 65 programs from 48 host institutions. This represented approximately 40 percent of all college training programs in progress between August, 1963 and October, 1964.

Fig. 4. Differences Between the Academic Environments of Institutions at Opposite Extremes in Intellectual Climate.

FACTOR SCORE PROFILE—COLLEGE ENVIRONMENT (CCI)

NORMS BASED UPON 1993 JUNIORS AND SENIORS ENROLLED IN 32 COLLEGES.

STANDARD SCORES ($\overline{X}=0, \sigma=2$)



* Number of Schools/Number of Students

The staff of the Division of Research was responsible for the selection of the programs sampled, and the supply of test materials to the training centers. The materials were returned to the Division of Research and then forwarded to National Computer Systems, Minneapolis, Minnesota, for processing. The data were transmitted to the Psychological Research Center where the analyses reported here were carried out.

The AI and the OCI were administered to all participants in the training programs shortly before midboard ratings, or about half way through training. Subsamples of trainees were then drawn randomly from each set of returns and processed. The total subsample consists of 66 percent of the trainees in the study sample. The programs and the actual size of their respective samples appear in Appendix III. For purposes of analyzing AI responses each program, where applicable, was divided into male and female subsets.

Appendix III summarizes for each program in the Syracuse study sample other information used in the analyses included in this report. It is possible, using the information in the table, to determine the training site, program size, specialty, destination, starting date and length of the program. Each of these, as well as other variables, is discussed in more detail in later sections of the report.

Measuring Instruments: AI and OCI

Trainee characteristics were measured with the AI which has items presenting various commonplace behaviors or activities to which the respondent indicates his personal preferences. Norms are based on 558 men and 518 women enrolled as juniors and seniors in a selected sample of 21 colleges. The items of the CCI describe events or happenings which independently responding participants in a situation may identify as typical or atypical. The CCI, however, was designed as a measure of college environments and many items would be inappropriate in the Peace Corps setting. Parallel forms of environment indices had been developed in the past for the measurement of high schools and evening colleges and a similar specialized instrument might have been designed for the Peace Corps. The limited application of such a questionnaire would have eliminated the possibility of any subsequent comparisons with other types of institutions, and it seemed more promising to combine the present effort with another already under way involving a generalized measure of institutional settings known as the Organizational Climate Index (OCI).

The OCI was first prepared for use in a study of the organizational characteristics of an urban public school system (Steinhoff, 1965). It was designed as a non-specific form deliberately, however, in order to maximize its applicability in as wide a variety of institutional settings as possible. A preliminary version had already been tested in a pilot study by Steinhoff and Stern in 1962, and a further revision of that form was then undertaken in an effort to ensure its relevance to the Peace Corps as well. This revision was aided by Joseph Colmen, Peace Corps Director of Research, Robert Iverson, Professor of Social Science at Syracuse University and former Deputy Director of Training for the Peace Corps, and Clifford L. Winters, Jr., Dean of University College, Syracuse University.

The final form of the OCI was completed in 1963 and used in both the school system and the Peace Corps studies at the same time. A copy is included in Appendix II.

Study Variables

In addition to the data from the AI and the OCI other information regarding the trainees and the training programs was included in this study. The data were obtained from Peace Corps sources. Some of the data were taken from "The Peace Corps Volunteer: A Quarterly Statistical Summary," March 31, 1965. This included information regarding training attrition, overseas attrition, length of training, and geographic region. Other data were obtained from the Michigan State Service Bureau data check through the cooperation of the Division of Research and Dr. Marvel Allard. The various forms of data will be discussed in the following sections under the general categories of Program Characteristics, Program Outcomes and Trainee Effectiveness Ratings.

Program Characteristics

Size

Program size was taken from the Quarterly Statistical Summary, and was based on the number registered for training. The size for each program is given in Appendix III. A frequency distribution for program size appears in Table 1 and shows the three divisions used in the statistical analysis.

Starting Date

The starting date was taken from the Quarterly Statistical summary and the Peace Corps program code, as listed in the table in Appendix III. For purposes of statistical analysis, the starting dates were grouped into three periods:

Winter: January-April
Summer: June-August
Fall: September-December

Program Type

The training programs in the Syracuse sample were divided into six categories. These reflected the major emphasis of the training specialty, and were made in conjunction with Mitzi Wertheim of the Division of Research. The category for

Table 1

Program Size-Frequency Distribution

Program Size	Number Registered	Number of Programs
Large	140-144	-
	135-139	-
	130-134	1
	125-129	-
	120-127	-
	115-119	1
	110-114	2
	105-109	-
	100-104	-
Medium	95-99	-
	90-94	2
	85-89	2
	80-84	2
	75-79	-
	70-74	7
	65-69	7
	60-64	2
	55-59	10
	50-54	6
Small	45-49	3
	40-44	5
	35-39	4
	30-34	4
	25-29	4
	20-24	1
	15-19	2
	Total N	65

each of the programs in the Syracuse sample is given in Appendix III. The six categories were:

1. Rural community development programs
2. Urban community development programs
3. Combined urban-rural community development programs
4. Health programs
5. Education programs
6. Combined education and community action or development programs

Those programs that featured several training specialties were arbitrarily categorized according to what was felt to be the major emphasis.

Geographic Regions

The analysis based on differences in programs assigned to different regions was based on the division used by the Peace Corps. The four geographic regions are:

1. Africa
2. Far East
3. Latin America
4. North Africa, Near East, Southeast Asia

The region for each program appears in Appendix III.

Length of Training

The length of university training for each program was abstracted from the Quarterly Statistical Summary. For the purposes of statistical analyses,programs were divided into three major categories:

1. Short programs: 25-64 days
2. Medium length: 65-84 days
3. Long programs: 85-123 days

Program characteristics data for each training program are included in Appendix III. A frequency distribution for length of university training appears in Table 2.

Program Outcomes

In consultations with the Peace Corps staff it became apparent that a form of training outcome that might be related to the AI and OCI data being collected was attrition of trainees prior to overseas assignment and of the volunteers during their period of overseas assignment. Consequently two attrition measures were devised. The percent training attrition was calculated in terms of:

$$100\left(1 - \frac{\text{No. departed for host country-trainees transferred in}}{\text{number registered}}\right)$$

The percent overseas attrition similarly was defined as equal to:

$$100\left(1 - \frac{(\text{No. completed tour} + \text{number now in program}) - (\text{transfers in} + \text{added to}}{\text{number departed for host country}}\right.$$

The data for each of the categories used in the computation of the attrition measures were taken from the Quarterly Statistical Summary. The measures for each program are listed in Appendix IV. A frequency distribution for training attrition appears in Table 3, and a frequency distribution for overseas attrition appears in Table 4.

Table 2

Length of University Training-Frequency Distribution

Program Length	Length of University Training (Days)	Number of Programs
Long	120-127	1
	115-119	-
	110-114	-
	105-109	-
	100-104	2
	95-99	3
	90-94	1
	85-89	12
Medium	80-84	16
	75-79	11
	70-74	6
	65-69	5
Short	60-64	2
	55-59	3
	50-54	1
	45-49	-
	40-44	-
	35-39	-
	30-34	1
	25-29	1
	Total N	65

Table 3

Training Attrition[a] Frequency Distribution

Level	Percent Training Attrition	Number of Programs
	0	1[b]
	1-5	1[b]
	6-10	-
1	11-15	2
	16-20	14
2	21-25	9
	26-30	11
3	31-35	6
	36-40	7
4	41-45	10
	46-50	2
	51-55	1[b]
	Total N	65

[a] $$\text{Training Attrition} = 100\left[1 - \frac{\text{No. departed - (trainees transferred in)}}{\text{number registered}}\right]$$

Table 4

Overseas Attrition-Frequency Distribution

Level	Percent Overseas Attrition	Number of Programs
1	0	21
2	1-5	20
	6-10	14
3	11-15	4
	16-20	3
	21-25	2
	26-30	1
	Total N	65

$$\text{Overseas Attrition} = 100\left[1 - \frac{(\text{No. completed tour} + \text{No. now in program}) - (\text{transfers in} + \text{added to})}{\text{number departed}}\right]$$

Trainee Effectiveness Ratings

Trainee effectiveness ratings were obtained from the Michigan State Service Bureau data deck where available.

Final Selection Board

This rating was taken from the data deck and translated into a new code which was averaged for each program and used in the data analysis. The new code and the original code appear below:

New Code	Original Code
1	1 = Inadequate or unqualified
2	2 = Marginal or doubtful
	3 = Qualified in general but not suitable for present project
3	4 = Acceptable (bottom 25 percent of group)
4	5 = Very good (middle 50 percent of group)
5	6 = Excellent (top 25 percent of group)
	7 = Exceptionally well qualified, but should be assigned to another project which can better use his skills
	8 = Other
	9 or 0 = Missing data

Data were not available from all programs nor were Final Selection Board ratings available for all trainees. Appendix IV shows the number of ratings and the average rating for each program.

Overseas Effectiveness

This measure was taken as given, and is found on the evaluation form PC-298(6-63). The Michigan State Service bureau deck did not include data for all the programs in the Syracuse study sample. For the overseas evaluation ratings there were only 14 programs for which data were available. In the analysis based on these variables only those programs for which data were available were included. The rating code appears below:

Over-all Evaluation

1. Superb. Clearly at top of group.
2. Very Good. Consistently effective and dependable.
3. Good. Does his work and gets along well but without distinction. A solid volunteer.
4. Adequate but needs supervision to keep him effective.
5. Doubtful.
6. Clearly at bottom of group.

Appendix IV shows the number of ratings and the average ratings for each program.

RESULTS

O.C.I.--Peace Corps Environment Factor Analysis

The responses of the Peace Corps subjects to the Organizational Climate Index were extensively analyzed in order to determine the psychometric properties of the instrument. There was a total of 2511 O.C.I. respondents. They answered the 300 item inventory, organized in terms of thirty scales, describing characteristics of environmental press according to the press taxonomy suggested by H. A. Murray and utilized in the environment indexes developed by Stern and others.

Summary data describing properties of the thirty scales is provided in Appendix V. The average Ebel discrimination index of .43 indicates that the scales have a relatively high degree of internal consistency. The scale reliabilities also tend to be high, and they approach the practical maximum for scales of ten items. The means and standard deviations for the sample of 2511 individuals are also reported in Appendix V.

The sample of individual scale scores was intercorrelated utilizing Pearson's product-moment correlation coefficient. The correlation values are reported in Appendix V. The intercorrelation matrix was the basis for the factor analysis of the O.C.I.

The correlations were subjected to a principal components factor analysis. This analysis, summarized in Appendix V, yielded six factors which accounted for 53.5 percent of the variance of the original matrix. The principal components analysis was rotated according to the normal equamax criterion devised by Saunders (1962). The equamax rotation analysis is summarized in Figure 5.

The six factors which resulted were then refactored in a second-order analysis. This was carried out in order to clarify the relationship between the first-order factors. The original subjects were rescored in terms of the six factors (the factor scoring procedure is described below). The scores were intercorrelated, and then subjected to a principal components analysis which was rotated according to the normal equamax criterion. The second-order analysis is summarized in Appendix V. The six factors may now be

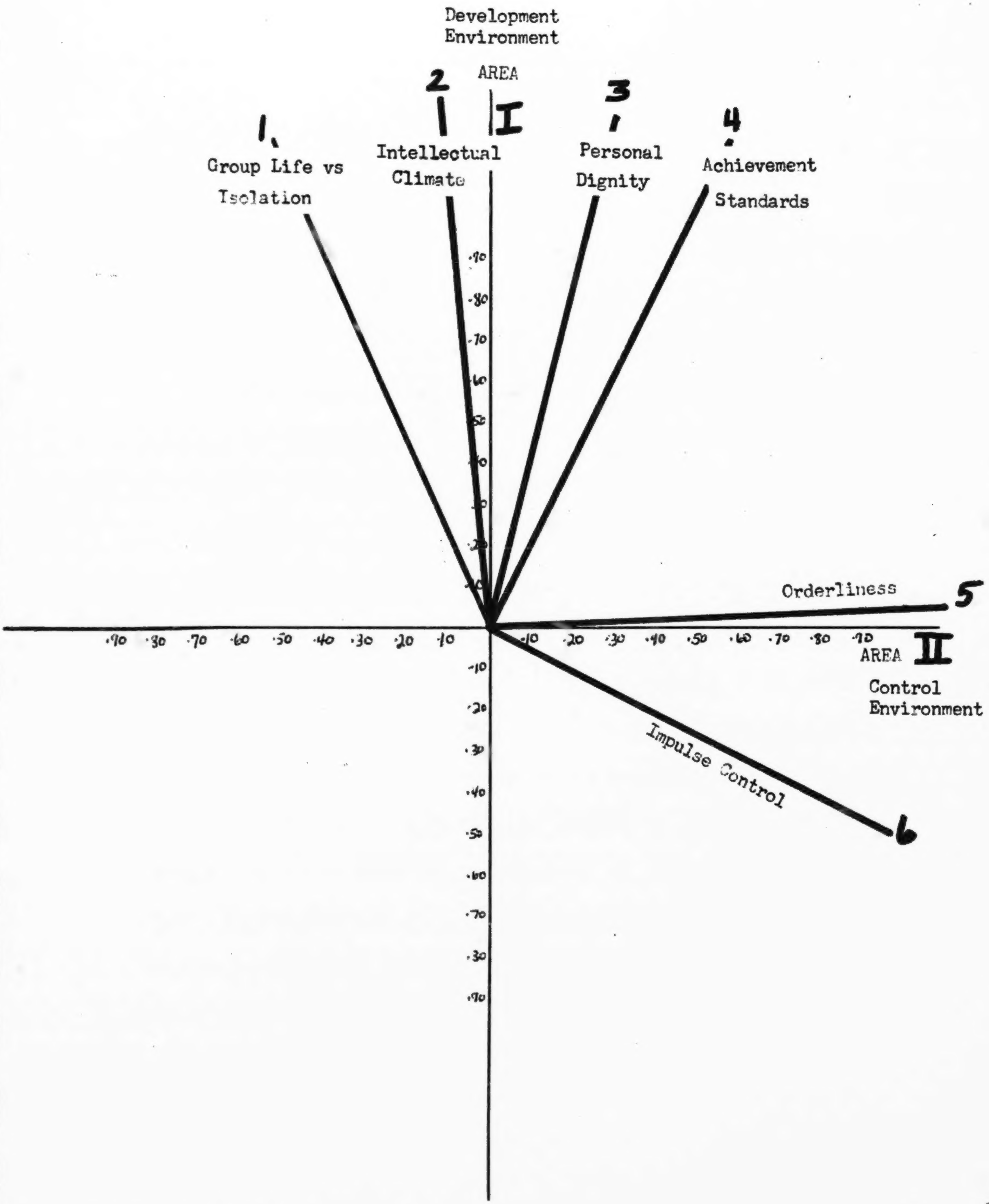


Figure 5. The projection of OCI Peace Corps first-order factors against the two second-order dimensions.

described in terms of the two major dimensions resulting from the analysis just described. Figure 5 shows the projection of the first-order factors on these two second-order axes.

O.C.I. Factor Structure

The second-order dimensions, Development Factors and Control Factors, are defined by the first-order factors that lie within them. The relationship of the six factors to the Development and Control dimensions is graphically represented in Figure 5. Scores for the first order factors are obtained by linearly summing the scores for the scales contributing to each factor. Scale names that are reversed (indicated by asterisks) reflect the reversal of the scale contribution, and the score for such a scale is subtracted from 10 when computing the factor score. The number in parentheses following the scale name is the loading of the scale on the factor under discussion. Included with each scale are two sample items keyed (True or False) as they contribute to the scale.

Development Factors

The four development factors deal with those aspects of the environment which are supportive of intellectual and interpersonal forms of individual and group activity. Programs that score high on this dimension tend to provide friendly and cooperative social interaction, stimulating intellectual experiences, maximize the personal responsibility of the individual and set high achievement standards.

Factor 1. Group Life versus Isolation

High programs set patterns for group interaction that stress outgoing, friendly and mutually cooperative social interaction. A more serious side of this interaction is an interest in serving the needs of others

Affiliation [.658]. There is a lot of group spirit (T); people have little to say to one another here (F).

Exhibitionism [.554]. The administration here frowns on any form of public attention (F); most people here are outgoing and extroverted (T).

Nurturance [.423]. Service to the community is regarded as a major responsibility (T); the people here are easily moved by the misfortunes of distress of others (T).

Play [.378]. Social events get a lot of enthusiasm and support (T); people here follow the maxim "Business before pleasure" (F).

Supplication [.562]. People here are usually quick to help each other out (T); the administration will go out of its way to help you with your work (T).

Factor 2. Intellectual Climate

This factor reflects training program efforts to provide a well-rounded and integrated intellectual experience. High scoring programs tend to emphasize a commitment to social action and a concern with improving man's condition. There is a lot of attention given to solving problems in the high scoring program.

Ego Achievement [.504]. The administration encourages people to take an active interest in political activities (T); discussions about improving society are common here (T).

Fantasied Achievement [.399]. People here talk about their future imaginatively and with enthusiasm (T); administrative policy supports the practical and realistic (F).

Humanities--Social Sciences [.734]. People here are not concerned with the way our society is organized or how it operates (F); many people here read magazines and books involving history, economics or political science (T).

Reflectiveness [.744]. Administrators are quite often occupied with serious considerations of basic goals and values (T); people who are concerned with developing their own personal and private system of values would not fit in here (F).

Science [.686]. Applications of research, experimental analyses, surveys and other forms of scientific method are encouraged (T); people who are interested in the natural sciences would be out of place here (F).

Sensuality [.590]. People are encouraged to dress for personal comfort rather than for appearance (T); uniformity of decoration is the policy here with no deviation from the norm (F).

Understanding [.698]. People here spend a great deal of time thinking about and discussing complex problems (T); thinking of alternative ways in which problems might be solved or things done differently is discouraged here (F).

Factor 3. Personal Dignity

This factor measures the degree to which training programs stress individual responsibility and personal autonomy. The programs scoring highest on this factor minimize direct supervision and stress personal responsibility.

Assurance [.791]. Criticism of administrative policies and practices is encouraged (T); it is necessary to be polite under all circumstances in order to stay out of trouble here (F).

Conjunctivity [.437]. Most activities here are planned carefully (T); administrative policy, goals and objectives are carefully explained to everyone (T).

Counteraction [.419]. Policy matters often provoke public discussions that are both widespread and lively (T); people here thrive on difficulty--the tougher things get the harder they work (T).

Tolerance*[.616]. The administration expects people to report violations of rules and regulations (F); there are no favorites in this place; everyone gets treated alike (T).

Objectivity [.704]. Sound reasoning is rewarded here even though it may lead to unpopular conclusions (T); criticism is taken as a personal affront in this organization (F).

Factor 4. Achievement Standards

This factor indicates the degree to which high personal standards for achievement were stressed. Programs scoring high on this factor emphasized success and attention to the goals defined for the programs.

Achievement [.682]. Most activities here present a real personal challenge (T); the competition for recognition is intense (T).

Adaptability [.520]. Errors and failures are talked about freely so that others may learn from them (T); people learn quickly what is done and not done here (T).

Counteraction [.458]. People here work well under stress (T); people avoid direct clashes with the administration at all costs (F).

Energy [.731]. Administrators put a lot of energy and enthusiasm into directing their programs (T); people here feel they must really work hard because of the important nature of their work (T).

Work [.460]. People are always very serious and purposeful about their work (T); people really look forward to vacations, leave or weekend breaks (F).

II. CONTROL FACTORS

The control factors describe the degree to which the organization of the training program stresses administrative and bureaucratic procedures, encourages social isolation, and restricts individual expression.

Factor 5. Orderliness. Programs scoring high on this factor were usually low on the four Development Factors. A high score on this factor indicates a concern with bureaucratic detail and a restriction of individual action. Administration is more important than results.

Conjunctivity [.474]. Work programs are well organized and progress systematically from week to week (T); the flow of important information down from the administrative staff is smooth and efficient (F).

Harmavoidance [.435]. Posters, drills, or slogans stressing physical safety are not unusual here (T); conditions which involve some risk of physical danger are usually tolerated here (F).

Deliberation*[.370]. Joking and laughing are usual in work situations here (F); programs here are quickly changed to meet new conditions (T).

Sameness*[.430]. Most people dress and act pretty much alike (T); new ideas are always being tried out here (F).

Narcissism [.597]. Individuals who are not properly groomed are likely to have this called to their attention (T); proper social forms and manners are not particularly important here (F).

Order [.671]. The administration expects that there will be no deviation from established practices no matter what the circumstances (T); formal values and regulations have a very important place here (T).

Practicalness [.441]. The administration is satisfied to achieve short range goals and objectives (T); achievements are weighted in terms of their practical value (T).

Factor 6. Impulse Control. Programs with high scores on this factor may be characterized by an authoritarian administration which tends to demand deferential behavior. The trainees perceive the situation as generally restrictive.

Blame avoidance*[.741]. The administrative staff are often joked about or criticized (F); when people dislike policy they let the administration know it in no uncertain terms (F).

Non-counteraction*[.440]. People here tend to take the easy way out when things get tough (T); people here work well under stress (F).

Deference [.605]. Almost no one here ever makes fun of the people, traditions or policies of this place (T); administrators will see people by appointment only (T).

*Placidity**[.415]. People here express their feelings openly and enthusiastically (F); open displays of emotion have no place here (T).

*Work** [.472]. People are always very serious about their work (T); having a good time comes first here (F).

*Prudishness**[.490]. The administration does not concern itself with the dating habits of the people here (F); frank discussions about sex are not uncommon among people here (F).

Factor 1. *Isolation vs. Group Life*. Factor 1 appears here in an inverted form. Programs scoring high on the factor in its inverted form (score 50-factor 1 score) tend to lack a friendly and cooperative atmosphere. Programs are work-oriented, excluding the supportive and cooperative aspects of training activity found in some programs.

Factor Dimension Characteristics

Summary data regarding the factors are reported in Appendix V. The reliabilities for the factors are of a satisfactorily high level. In addition to the reliabilities, the means and standard deviations for the sample of individuals is also included.

As a result of the clarity of the factor structure and the high level of the reliabilities, the OCI factors were used as the basis for describing the environmental characteristics of the training programs.

Training Program Analysis

Program Differences

An analysis of variance across all programs shows significant differences on the six first order OCI factors and the two second order factors (Table 5). The chart entitled Scheffe Analysis of the Peace Corps Training Programs - OCI Factors in Appendix VI shows particular programs which contribute to the differences. The mean of each group for each factor is given, the programs marked high and low being statistically significant. For example, on Intellectual Climate Syracuse-Malawi (1963), Columbia U.-Colombia and UCLA-Nigeria are quite high and Denver-Ecuador is low. On Student Dignity, Camp David Crozier-Dominican Republic, U. of Oklahoma-Bolivia, Columbia Soc. Work-Colombia are high and Utah State-Iran, U. of Denver-Venezuela and Indiana-Sierra Leone are among the low. In short,

Table 5

Organizational Climate Index Factor Characteristics[a]

	$\overline{X}$	σ	Reliability[b]	F[c]
I. Development Factors			.96	
1. Group Life vs. Isolation	32.97	5.06	.89	7.84**
2. Intellectual Climate	47.46	9.27	.92	7.45***
3. Personal Dignity	36.56	5.92	.97	18.69***
4. Achievement Standards	33.75	5.86	.87	13.86***
II. Control Factors			1.06	
5. Orderliness	30.81	7.12	.87	8.64***
6. Impulse Control	27.16	5.99	.74	12.01***
-1. Isolation vs. Group Life	17.03	5.06	.89	7.84**

[a] Based on N = 2,511 individuals.

[b] Kuder-Richardson Formula 20. [Using this formula it is possible for reliabilities greater than 1.0.]

[c] *** = .001
** = .01
* = .05

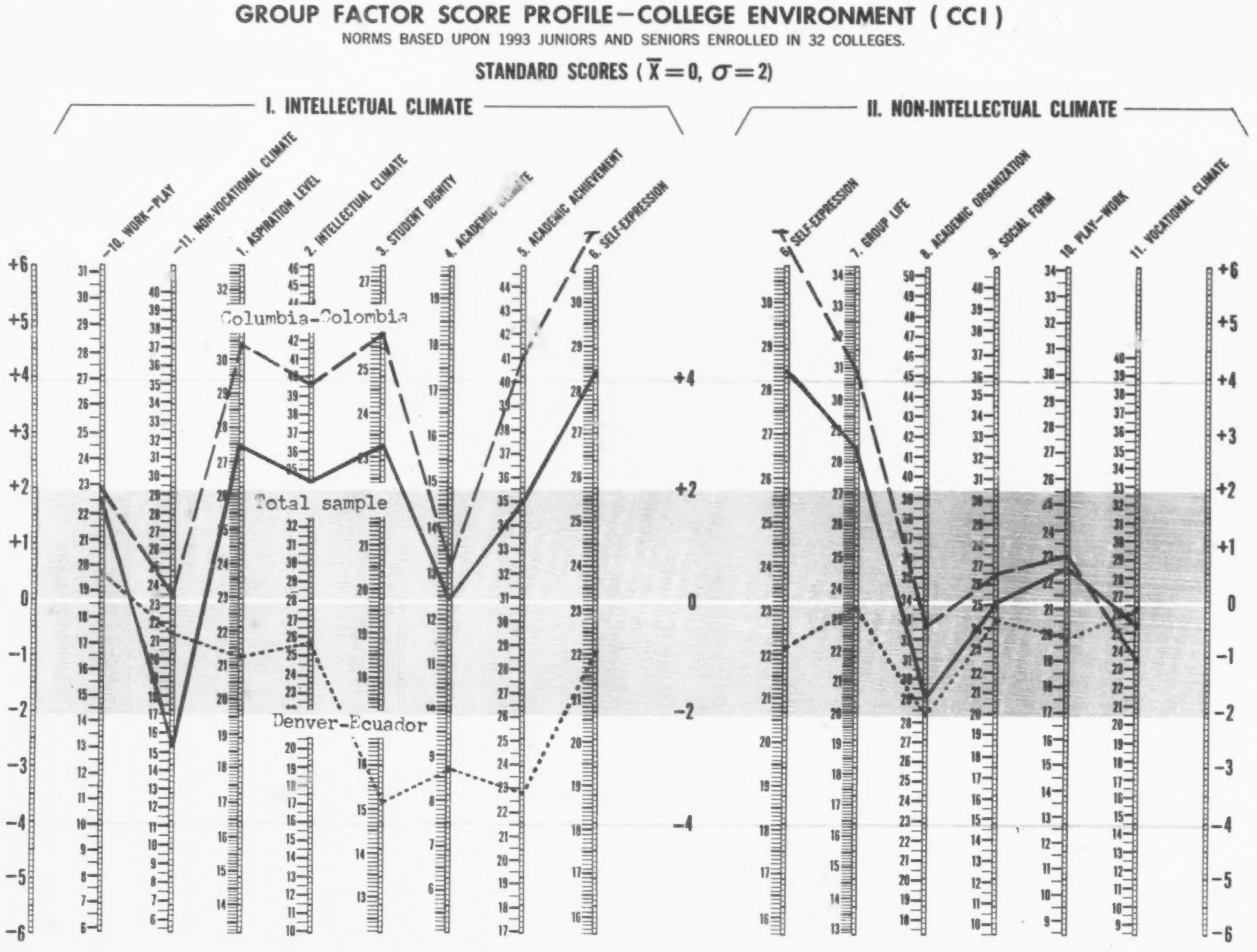
the OCI is sensitive to the significant differences in organizational climate that exist in the various training centers.

As well as examining individual factors, the profiles of the programs can be examined. Before the OCI was factored, Peace Corps programs were examined using the factor structure of the CCI which is based on a college population. In Figure 6 we can see that the total Peace Corps sample is comparable to above average colleges. When we examine the extremes, the best Peace Corps programs are like the best colleges in Figure 4 except that the academic climate is not as fully academic in curricular content. The lowest Peace Corps program in Figure 6 is still better than the lowest colleges in Figure 4.

The OCI's own structure, because of the appropriateness of its items and its being based on the Peace Corps sample, is most relevant for our attention.

The OCI profile is derived by combining the average scale scores for each individual into the factor scores for the whole program. Appendix VII contains an OCI profile for each program in this study sample. The programs which resemble the best colleges in a number of organizational characteristics are high on the OCI factors of Intellectual Climate (a well rounded, integrated intellectual experience), Personal Dignity (autonomy), and Achievement Standards (high standards of personal achievement),

Figure 6. Factor Profiles for Two Training Programs Using the CCI Factor Structure



and low on Orderliness (de-emphasizing administrative detail) and low on Impulse Control (de-emphasizing social constraint). In short they are high on the Development factors and low on the Control factors. Figure 7 shows the programs in the Syracuse Study Sample graphed using their scores on the Development and Control factors as coordinates.

Three of the highest in Development are 12, 58 and 43, corresponding to Columbia School of Social Work-Colombia, UCLA-Nigeria, and Oklahoma U.-Bolivia. Three of the highest on Control are 4, 2, and 26 (Brooklyn Col.-Colombia, Arizona St. U.-Brazil and U. of Maryland-Br. Honduras). These are close to the mean, however, in Development, unlike Denver-Ecuador (#14) which is both high in Control and low in Development. Figure 8 contrasts the Columbia Social Work and Denver units in terms of their actual factor profiles.

The Columbia program is high on the OCI factors of Intellectual Climate, Personal Dignity, and Achievement Standards. Orderliness and Impulse Control are de-emphasized. Most programs approached this standard, but a few fell far below it. The most extreme of the latter was the Denver-Ecuador program shown in Figure 8. It is very low on the Intellectual Climate factor, which reflects conventional concerns with a well-rounded and integrated intellectual experience. It is extremely low on

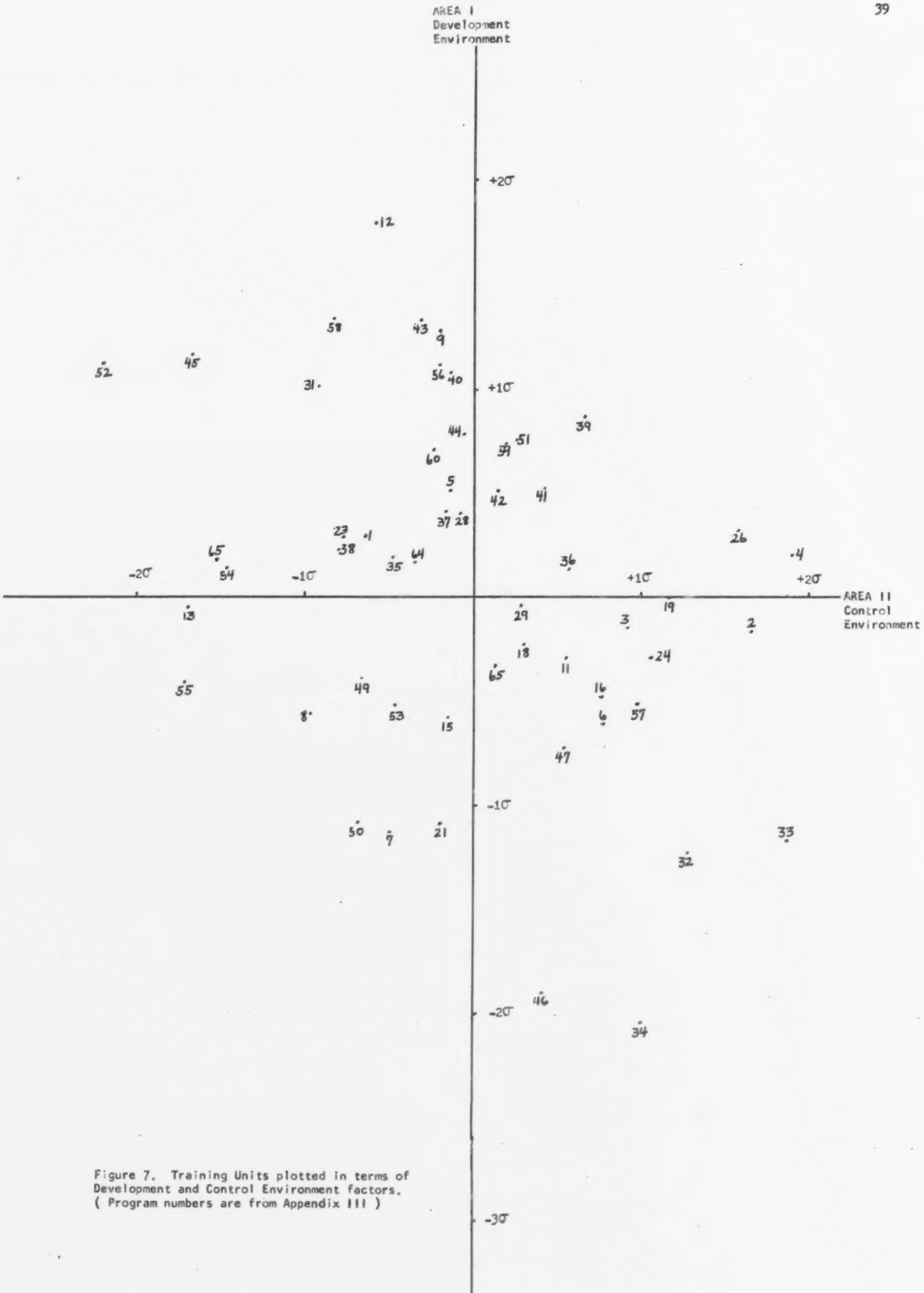
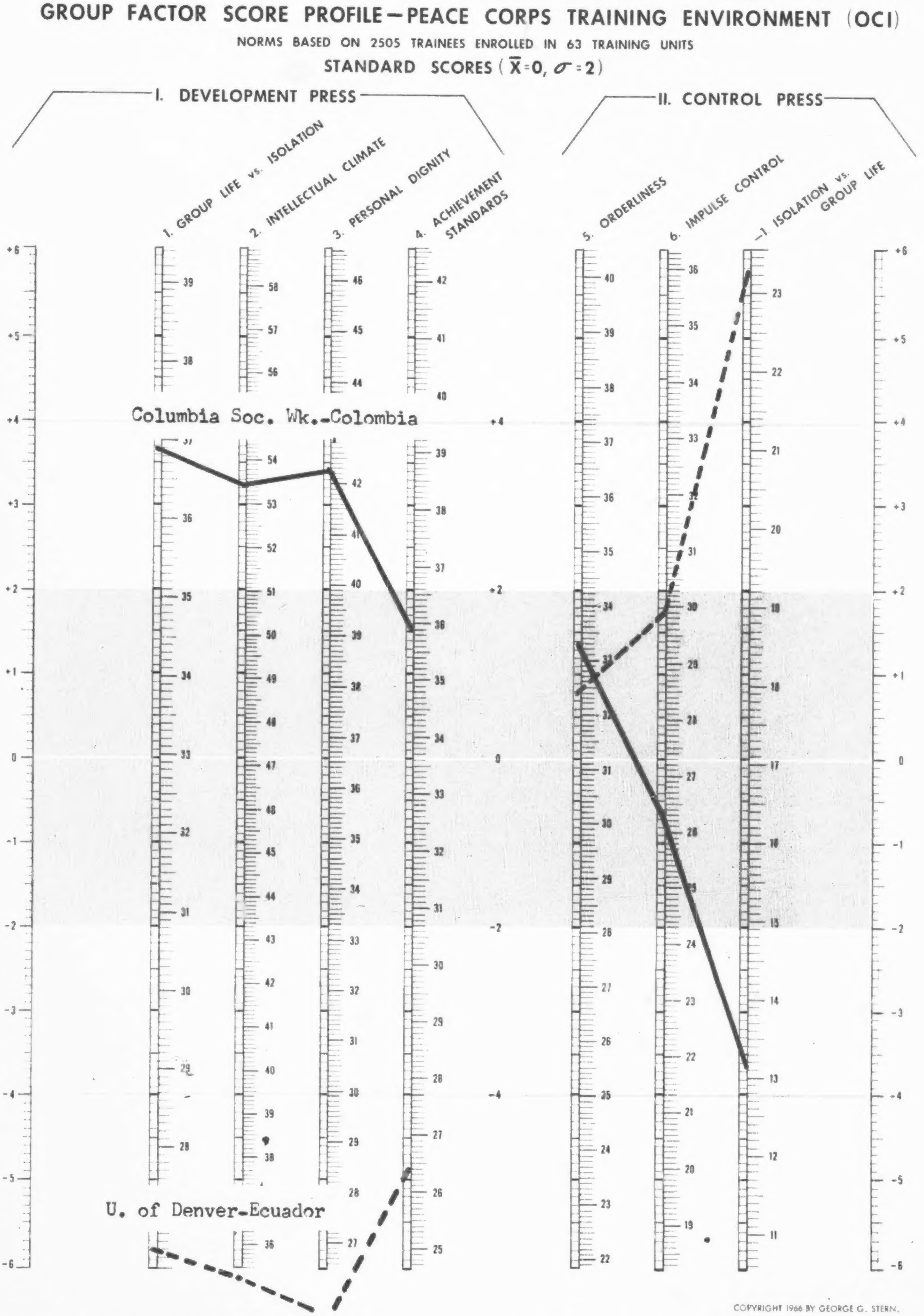


Figure 7. Training Units plotted in terms of Development and Control Environment factors. (Program numbers are from Appendix III)

Figure 8. OCI Factor Profiles for Columbia Soc. Wk.-Colombia and U. of Denver-Ecuador



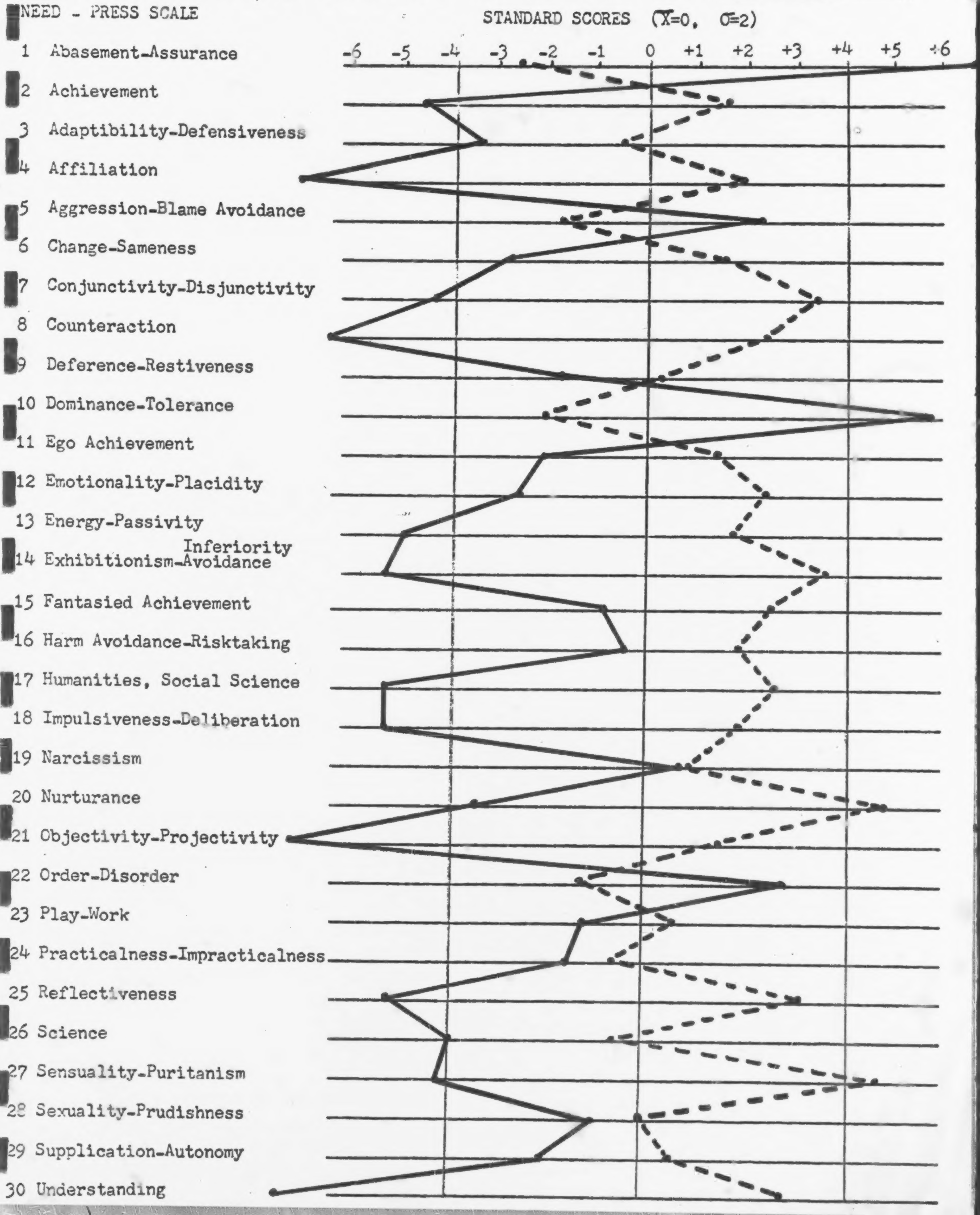
Personal Dignity, indicating personnel practices minimizing autonomy and personal responsibility and maximizing direct supervision. It is very low on Achievement Standards suggesting discouragement of high standards of personal achievement and an inflexibility in the ways required to show competence. It is very high on Isolation indicating an excessively humorless and work-oriented atmosphere.

Scale differences are also relevant for a more refined analysis of differences in organizational characteristics. Figure 9 shows scale differences between the Columbia Social Work and Denver programs. Extreme differences can, for example, be seen on the scales Abasement-Assurance (1), Achievement (2), Affiliation (4), Conjunctivity-Disjunctivity (7), Counteraction-Inferiority Avoidance (8).

A fourth way of examining organizational differences between programs is by "item paragraphs," descriptive paragraphs based on OCI items for which there was very high consensual agreement. The following paragraph describes the Ecuador program at the University of Denver (518-63-06-11-1):

> Criticism of administrative policies and patterns is not encouraged and the administration has little tolerance for complaints and protests. Criticism is, in fact, taken as a personal affront here, and the trainees do not welcome criticism or advice from the administrators either. Administrative policy, goals and objectives are not explained to everyone and the

Figure 9. OCI Scale Profile for Columbia U.-Colombia(---) and U. of Denver-Ecuador(———).



> flow of important information down from the administrative staff is not smooth and efficient. However, people quickly learn what is and what is not done there. It is necessary to be polite under all circumstances and to avoid expressing extreme or unpopular viewpoints. The administrators expect others to show proper respect for them. They often call people by their first names but there are few opportunities for informal talk with them.
>
> It is not felt that administrators put a lot of energy and enthusiasm into directing the program although most activities are closely supervised. There are conventional ways of doing things which are rarely changed. People there are usually opposed to the administration who are very often joked about or criticized in private.
>
> The atmosphere is very work-oriented and the trainees feel that there is so much to do that people are busy all the time. There are few opportunities for people to get together in planned social activities after hours. Most people go to few parties and other social activities. People really look forward to vacations, leave, or weekend breaks. In general people do not feel that they have a great deal of freedom to do what they wish.

We can contrast the above program with the Columbia Social Work Colombia program (514-63-08-09-1).

> The administration tolerates protests, complaints and criticisms of administrative policies and practices. No one is expected to suffer in silence if some regulation happens to create a personal hardship. Administrators are practical and efficient in the way they dispatch their business. Important information flowing smoothly down from the administrative staff. Policy, goals, and objectives are carefully explained to everyone and administrators are quite often occupied with serious consideration of basic goals and values. Trainees do not feel that they must supress extreme or unpopular viewpoints. What is valued is sound reasoning whether or not it may lead to unpopular conclusions.
>
> There are a lot of opportunities for informal talk with administrators, and people are called by their first

names. Trainees feel that the administrative staff listens to them as well as directs them. Criticism and advice from an administrator is usually welcome and is not considered a personal affront. It is felt that the administrative staff will go out of its way to help you with your work. Their energy and enthusiasm in directing the program is obvious. Regulations are interpreted and enforced in an understanding manner with new ideas always being tried out. People feel that they have a great deal of freedom to do what they wish and do not feel that they are in opposition to the administration.

The atmosphere is very work-oriented and it is felt that there is so much to do that people are busy all the time. There are few opportunities for people to get together in planned social activities but many social activities are unplanned and spontaneous.

Relationships With Study Variables

Program Characteristics

When the programs are dichotomized into Winter, Summer, and Fall starting times and OCI factors are considered, no significant differences in organizational climate are evident. Neither are there organizational climate differences between programs of various lengths of training or between training specialties (Table 6). When group size is considered, the largest groups (those with over 95 people) are significantly lower on Factor 2, Orderliness (Table 6). These groups are Syracuse-Malawi (1964), Denver-Venezuela, and Central State U.-Nigeria. It does not seem justified to assume that low orderliness is an inevitable consequence of large program size.

TABLE 6

PEACE CORPS PROGRAMS AND TRAINING VARIABLES

ANALYSIS OF VARIANCE

ORGANIZATIONAL CLIMATE INDEX

OCI	Programs	Starting Time (Month)	Training Specialty	Group Size	Training Attrition	Region	Overseas Attrition	Length of Training
1) Group Life vs. Isolation	.01	-	-	-	-	-	-	-
2) Intellectual Climate	.01	-	-	-	.05	-	-	-
3) Personal Dignity	.01	-	-	-	-	-	-	-
4) Achievement Standards	.01	-	-	-	-	.05	-	-
5) Orderliness	.01	-	-	.05	-	-	-	-
6) Impulse Control	.01	-	-	-	-	.05	-	-
I. Development Press	.01	-	-	-	-	-	-	-
II. Control Press	.01	-	-	-	-	-	-	-

If we refer back to the table of OCI factor scores in Appendix 6, we see that the Syracuse-Malawi's very low score on Orderliness ($2\frac{1}{2}$ standard deviations below the mean) contributes heavily to this effect. Denver-Venezuela is only $\frac{1}{2}$ standard deviation below the mean, and Central State-Nigeria with 117 trainees is $\frac{3}{4}$ of a standard deviation above the mean.

When regions are compared there are significant differences on two factors, Factor 4, Achievement Standards and Factor 6, Impulse Control (Table 6). The region which is high on both of these factors is the Far East, of which only two programs are represented in our sample: N. Illinois University-Malaysia and the University of Hawaii-Thailand. These two programs account for the statistical significance as the three other regions all look about the same on these two factors (Table 7).

Program Outcomes

The relationship between the OCI factors and the two turnover variables, training attrition and overseas attrition, is a complex one. When training attrition is dichotomized into four levels and scores on the OCI factors are considered, one factor of the six discriminates between the four levels: Intellectual Climate (Table 6). A closer examination indicates that programs with the highest attrition have the lowest intellectual climate (Table 7). These are programs with attrition rates of 41 to 50 percent by the end of training. The rest of the programs (those with training attrition rates of 11 to 40 percent) all look about the same on this factor (Table 7).

When we examine the programs with the highest training attrition rate (41-50 percent) in regard to all the factors that comprise Development Press (Intellectual Climate, Personal Dignity, Achievement Standards, Group Life vs. Isolation), the difficulty of predicting turnover during training from environmental factors is again revealed. The average Development Press scores for the programs with the highest attrition during training cannot be discriminated from the Development Press scores of the programs with the lowest attrition. In the same fashion the factors that comprise Control Press (Orderliness, Impulse Control, Isolation vs. Group Life) do not discriminate the high attrition programs from the low attrition programs (Table 6).

Trainee Effectiveness Ratings

Programs that give high, medium and low average Final Selection Board ratings were compared on OCI factors and no significant differences were found. However, a significant correlation was found between Final Selection Board ratings and Factor 4, Achievement Standards. That is, those programs

TABLE 7

PEACE CORPS PROGRAMS AND TRAINING VARIABLES

ORGANIZATIONAL CLIMATE INDEX

Group Size

Factor 5 Orderliness	0- 49	$\bar{X}$ - 32.41
	50- 99	$\bar{X}$ - 30.54
	100	$\bar{X}$ - 28.75

Training Attrition

Factor 2 Intellectual Climate	.50 - .59	$\bar{X}$ - 44.35
	.60 - .69	$\bar{X}$ - 48.65
	.70.- .79	$\bar{X}$ - 47.32
	.80 - .89	$\bar{X}$ - 47.65

Region

	Factor 4 Achievement Standards	Factor 6 Impulse Controls
Africa	$\bar{X}$ - 33.77	26.43
Far East	$\bar{X}$ - 37.82	30.28
Latin America	$\bar{X}$ - 33.88	28.02
N. Africa		
N. East	$\bar{X}$ - 31.60	25.38

which give high Final Selections Board ratings are typified by an environmental press for personal achievement.

Overseas field evaluations were related to OCI factors and an association was found with Factor 2, Intellectual Climate and Factor 5, Orderliness. That is, programs with high field evaluations were associated with environmental press for intellectual activities, and for order and structure during training.

Trainee Analysis--Activities Index

A factor analysis of responses of 1,076 students in twenty-three selected colleges and universities indicates that there are twelve major dimensions or factors associated with personality. The twelve factors are interrelated in a sequence identified on the profiles in Figures 9 and 10 as areas 1) Intellectual Orientation, 2) Dependency Needs, and 3) Emotional Expression. A fourth area, educability overlaps areas 1 and 2.

Intellectual Orientation

This dimension consists of five factors. Two of these involve, as might be expected, intellectual interests and achievement motivation. Two others are concerned with the maintenance of a high level of intellectual and social aggressiveness, suggesting that intellectuality is partially a function of ego strength. The last of these five factors is based primarily on items reflecting an interest in the development of useful, applied skills.

Factor 1--Self-Assertion.--This factor reflects a need to achieve personal power and socio-political recognition. It is based on items which emphasize political action, directing or controlling other people, and the acceptance of roles involving considerable group attention. The scales involved are: Ego Achievement, Dominance, Exhibitionism, Fantasied Achievement.

Factor 2--Audacity-Timidity.--The second factor is more personally than socially oriented. The emphasis here is on aggressiveness in both physical activities and in interpersonal relationships. It is of interest that this personal aggressiveness should also be associated with a high level of interest in science. The scales involved are: Risktaking, Fantasied Achievement, Aggression, Science.

Factor 3--Intellectual Interests.--The factors with the highest loadings in this dimension are based on items involving various forms of intellectual activities. These include interests in the arts as well as the sciences, both abstract and empirical. The scales involved are: Reflectiveness, Humanities-Social Sciences, Understanding, Science.

Factor 4--Motivation.--This factor, like 1 and 2 above, represents another form in which need achievement may be expressed. Here, however, are the more conventional forms of striving most recognizable among students, involving elements of competitiveness and perseverance as well as of intellectual aspiration. The scales involved are: Achievement, Counteraction, Understanding, Energy.

Factor 5--Applied Interests.--A high score on this factor suggests an interest in achieving success in concrete, tangible, socially acceptable activities. The items involve orderly and conventional applications in business and science. The scales involved are: Practicalness, Science, Order.

Dependency Needs

This dimension is based on seven factors. It starts with the orderly aspects of Applied Interests, carries these to a more explicitly compulsive level of personal organization, and then shades off into Submissiveness. This in turn, when shorn of its more self-abasive qualities, becomes reconstituted in the last factor of this dimension as emotional Closeness. A high score suggests a generally high level of dependent, submissive, socially-controlled behavior. A low score represents the inverse of this: autonomy, ascendance, and non-conformity.

Factor 5--Applied Interests.--See above.

Factor -11--Constraint-Expressiveness.--This is the inverse of Factor 11 in Emotional Expression below. Moderately high scores suggest guardedness and emotional constriction. Extreme scores are likely to be associated with high levels of inhibition, defensiveness and rigidity.

Factor -12--Diffidence-Egoism.--Reversed scores on Factor 12 (see Emotional Expression below) reflect a lack of preoccupation with the self as a source of gratification. This implies good contact and reality testing, although very high scores may perhaps be associated with a tenuous, underdeveloped ego structure and a vague or obscurely-defined self-concept.

Factor 6--Orderliness.--People with high scores on this factor have indicated a marked interest in activities stressing personal organization and deliberativeness. Although some of the items are concerned with long range planning and relatively high level time perspective, the major emphasis here is on the maintenance of ritual and routine and the avoidance of impulsive behavior. The scales involved are: Conjunctivity, Sameness, Order, Deliberation.

Factor 7--Submissiveness.--The preceding factor suggests a strong defensive system, based on rigid internal controls, for guarding against the expression of impulses. The Submissiveness factor also implies a high level of control, but one which is based on social conformity and other-directedness. The items emphasize humility, deference, getting along with others, keeping in one's place, etc. It is of interest that the Nurturance scale items should appear in this context, suggesting that the submissive individual's interest in supportive activities is based to a considerable extent on his own unexpressed need for such help. The scales involved are: Adaptability, Abasement, Nurturance, Deference.

Factor -2--Timidity-Audacity.--This is the inverse of Factor 2 described previously under Intellectual

Orientation. In its reversed form it suggests a concern with any risk of danger to the self, whether physical, psychological, or social. These people avoid sports, social activities, and even fantasies which might conceivably incur harm or blame.

Factor 8--Closeness.--This factor is closely related to Factor 7, with which it shares both the Nurturance and Deference scales. However, the abasive and self-denying qualities implicit in Factor 7 are absent here. In their place is an acceptance of items which recognize one's needs for warmth and emotional supportiveness. The scales involved are: Supplication, Sexuality, Nurturance, Deference.

Emotional Expression

This dimension shares the Closeness factor with the preceding area, but the remaining five factors with loadings on this dimension stress much higher levels of social participation and emotional spontaneity. The last one of this group, Self-Assertion, is shared with the Intellectual area, thus bringing the circle to a close.

Factor 8--Closeness.--See Dependency Needs above.

Factor 9--Sensuousness.--The thirty items associated with this factor are concerned with activities of a sensual character. The items suggest a measure of self-indulgence along with a delight in the gratifications which may be obtained through the senses. The scales involved are: Sensuality, Narcissism, Sexuality.

Factor 10--Friendliness.--Persons with high scores on this factor are indicating an interest in playful, friendly relationships with other people. These interests involve simple and uncomplicated forms of amusement enjoyed in a group setting. The scales involved are: Affiliation and Play.

Factor 11--Expressiveness-Constraint.--This factor stresses emotional lability and freedom from self-imposed controls. Individuals with high scores on this factor are outgoing, spontaneous, impulsive, and uninhibited. The scales involved are: Emotionality, Impulsiveness, Exhibitionism, Sexuality.

Factor 12--Egoism-Diffidence.--This factor reflects an extreme preoccupation with self. The items are concerned with appearance and comfort, as well as with fantasies in which the self obtains unusually high levels of gratification. The responses to other items in this group suggests that reality itself is interpreted in egocentric terms, but this may be not so much a matter of autistic distortion as of narcissistic egoism. The scales involved are: Narcissism, Fantasied Achievement, Projectivity.

Factor 1--Self Assertion.--See Intellectual Orientation above.

Educability

There is a fourth dimension to be extracted in this second-order space, of considerably less magnitude than the preceding three. It is of intrinsic interest to the educator, however, insofar as it combines elements of both intellectuality and submissiveness. It excludes the more self-assertive aspects of Intellectual Orientation on the one hand, and the most self-denying, inhibited aspects of Dependency Needs. Insofar as scores on this dimension reflect a strong interest in intellectual activities, coupled with orderliness and conformity, it seems likely that this factor is specifically associated with academic achievement. A score for this dimension may be obtained by summing the values for Factors 3) Intellectual Interests, 4) Motivation, 5) Applied Interests, 6) Orderliness, and 7) Submissiveness. No norms are available as yet for the interpretation of this dimension, however.

Program Differences- AI

An analysis of variance across all programs shows significant differences on 11 of the 12 AI factors; Factor 9, Sensuousness in the only factor that does not discriminate (Table 8). The chart entitled Scheffe Analysis of

Table 8

Activities Index Factor Characteristics

	Factors	Norm Group[a]				Reliability[b] KR20	Peace Corps[c]				F[d]	
		Male		Female			Male		Female		Male	Female
		$\bar{X}$	σ	$\bar{X}$	σ		$\bar{X}$	σ	$\bar{X}$	σ		
1.	Self Assertion	20.58	7.64	16.77	7.15	.89	22.30	7.00	18.34	6.48	1.60^{**}	1.71^{**}
2.	Audacity-Timidity	20.81	6.30	14.56	5.76	.94	20.17	6.05	15.61	5.48	1.55^{**}	2.43^{***}
3.	Intellectual Interests	26.53	7.73	24.74	7.38	.90	28.43	7.07	27.42	6.82	4.38^{***}	4.76^{***}
4.	Motivation	26.94	6.68	25.22	6.48	.83	29.31	5.99	28.09	6.11	4.29^{***}	6.39^{***}
5.	Applied Interests	17.67	5.89	15.53	5.74	.87	16.51	6.08	15.70	5.66	3.19^{***}	3.30^{***}
6.	Orderliness	19.91	6.92	19.70	6.82	1.00	17.78	6.34	17.70	5.98	1.98^{***}	2.51^{***}
7.	Submissiveness	21.53	6.03	23.54	5.69	.82	24.60	5.61	25.72	5.29	3.04^{***}	2.96^{***}
8.	Closeness	22.33	5.91	26.55	5.82	.84	24.20	5.67	26.66	5.43	2.45^{***}	2.14^{***}
9.	Sensuousness	12.70	4.83	16.18	4.90	.81	11.93	4.58	14.56	4.61	1.14^{ns}	1.33^{ns}
10.	Friendliness	11.45	4.44	12.24	4.08	.82	11.42	3.78	11.51	3.43	1.47^{*}	1.43^{*}
11.	Expressiveness-Constraint	16.84	6.00	20.58	6.39	.79	17.81	5.81	20.02	5.80	1.35^{*}	1.51^{**}
12.	Egoism-Diffidence	9.15	4.49	8.87	3.95	.88	7.86	4.17	7.82	3.79	2.72^{***}	4.26^{***}
I.	Achievement Orientation	112.53	24.91	96.84	23.34	.96	116.72	23.92	105.15	22.25	2.97^{***}	3.18^{***}
II.	Dependency Needs	144.65	21.49	151.31	21.37	1.00	147.26	20.97	152.34	18.77	3.15^{***}	3.73^{***}
III.	Emotional Expression	93.06	24.36	101.20	23.01	.96	95.52	22.52	98.91	21.39	1.40^{*}	1.37^{*}
IV.	Educability	112.59	22.85	108.73	20.74	.96	116.63	21.09	114.63	20.20	4.12^{***}	4.87^{***}

[a] Based on 558 men and 518 women in 32 colleges.

[b] Based on 1,076 students in 23 colleges

[c] Based on 1,330 men and 950 women in 61 training units.

[d] Analysis of variance between 61 training programs.

***= .001

**= .01

*= .05

Peace Corps Training Programs- A1 Male; A1 Female in Appendix VIII shows particular programs which contribute to the differences. The mean of each group on each personality factor is given. The programs marked high and low are statistically significant. For example, for females on the factor Intellectual Interests, Indiana U.-Sierre Leone, U. of Utah-Morocco and UCLA- Nigeria are high, and Portland State College - Turkey is low.

We can also look at trainee factor profiles for each group. Profiles are available for each program's male and female trainees in Appendix IX. Figures 9 and 10 show profiles of groups of trainees who look quite different on several factors. The males in Figure 9 have divergent personality patterns although each program is an education program. The Columbia Teachers College-Nigeria males are trainees who are high on the Intellectual Orientation area with high intellectual interests (Intellectual Interests), high achievement motivation (Motivation), and intellectual and social aggressiveness (Self Assertion, Audacity-Timidity) and high on interest in achieving success in concrete, tangible, socially acceptable activities (applied interests). Portland State College's male trainees are lower on all these factors, are less submissive (Submissiveness), much more outgoing and spontaineous (Expressiveness-Constraint) and preoccupied with self (Egoism-Diffidence).

The female trainees in figure 10 are closer in intellectual and social agressiveness (Self Assertion, Audacity-Timidity) Then they are on the other three factors which comprise the Intellectual Orientation area (Intellectual Interests, motivation, Applied Interests). The women from Portland State College-Turkey who are lower on these factors are also lower on closeness (Closeness), sensuousness (Sensuousness), are less interested in playful friendly interactions (Friendliness), are more constrained (Expressiveness-Constraint) and are very much more preoccupied narcissistically with dress and appearance (Egoism-Diffidence) than the U. of Utah-Morocco women. As with the OCL, informal discussion with Training Support have indicated relationships between _Al_ scores and experiences of the people who have monitored the programs.

Relationships with Study Variables Program Characteristics

A comparison of programs which start in Winter, Spring and Fall shows no difference in _Al_ factors. That is, there are no apparent personality differences between programs recruited at different times in the year (Table 9). There are personality differences for females between programs of long, medium and short lengths of university training on the five factors which comprise Intellectual Orientation (Factors 1-5, Table 9). The low group always accounts for the difference which suggests that if programs have to be organized

Figure 9. AI Factor Profiles for Male Trainees in Two Different Programs

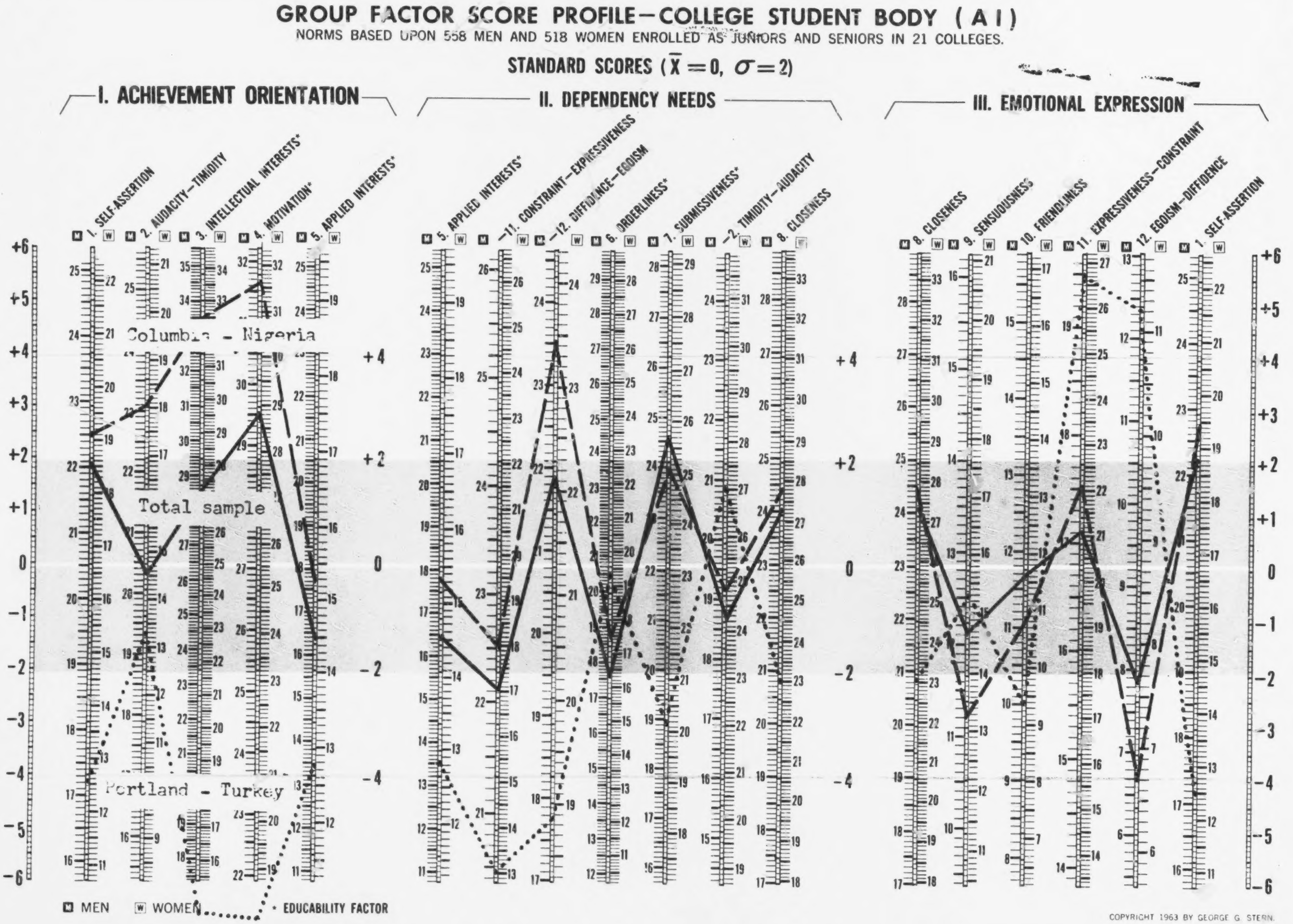
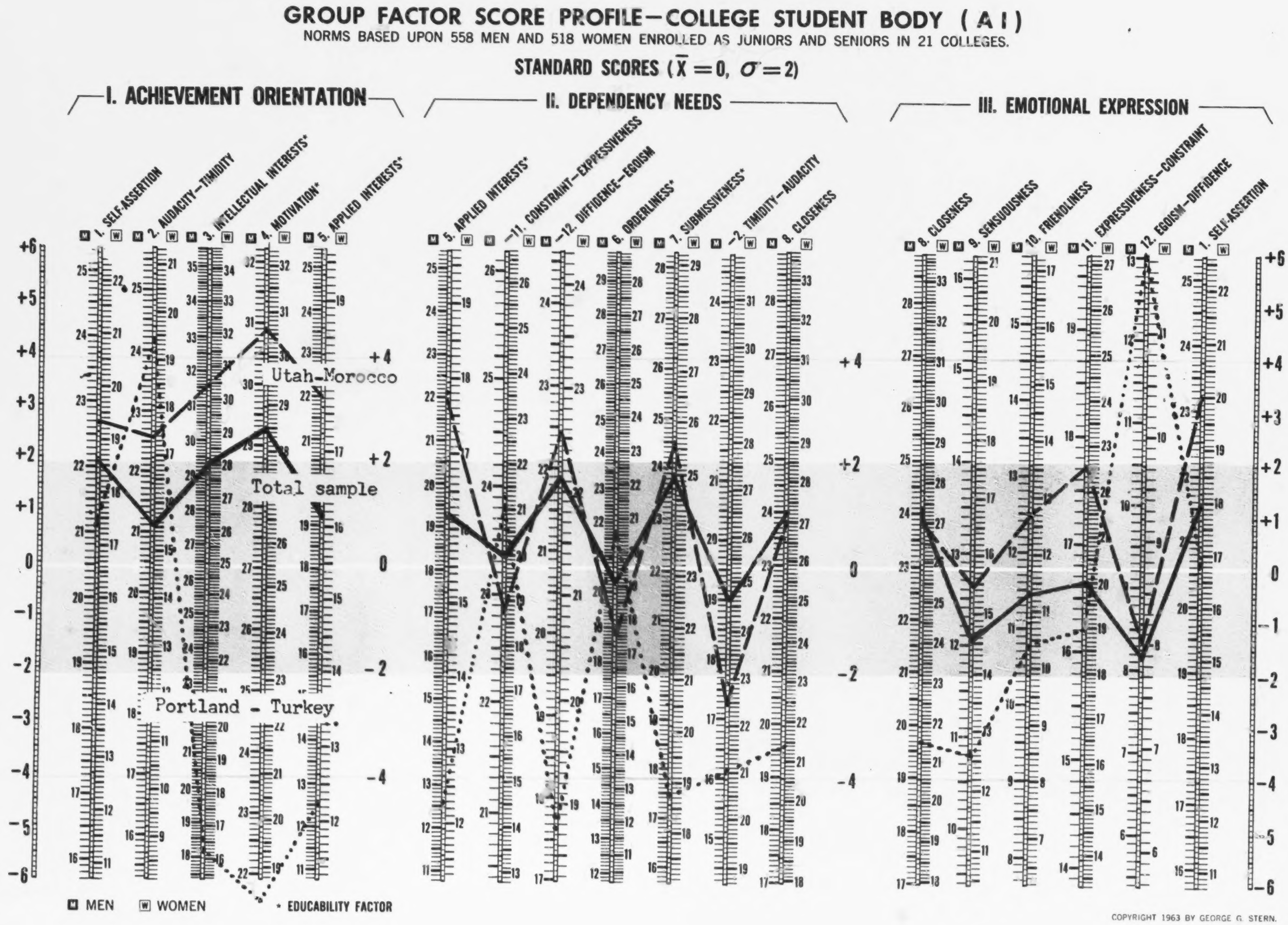


Figure 10. AI Factor Profiles for Female Trainees in Two Different Programs



and completed on short notice, less desirable female trainees are selected. The trend does not show up for the males.

When training specialties are considered, there is a difference in the factor Self-Assertion between Urban and Education training specialties for females and a difference between Urban and Urban/rural mixed on the same factor for the males. If we can assume that different criteria are used for selection of trainees for different specialties, findings like these indicate that the AI might profitably be used as an adjunct to such selection.

Program Outcomes

The association between AI factors, training attrition and overseas attrition is a complex one. When we compare programs of different levels of training attrition to see whether there are personality pattern (AI) differences between them, only one AI factor, Audacity-Timidity (males) shows a significant difference. The programs with training attrition in the 50% range had males who were high on Audacity-Timidity and those programs in the 30% range of training attrition had males who were low on this factor (Table 9). When we examine the correlations in Table 10 we see that high audacity is associated with high attrition during training for males. For females the dependency area Factors (5-8) are associated with high training attrition.

Table 9

Peace Corps Programs and Training Variables Analysis of Variance

Activities Index

AI Factors	Programs		Starting Time (Month)		Length of Univ! Training[a] H. M. L.		Training Specialty		Group Size		Training Attrition		Region		Overseas Attrition	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. Self Assertion	.01	.01	--	--	--	.05	.05	.05	--	--	--	--	.05	--	--	--
2. Audacity-Timidity	.01	.01	--	--	--	.01	--	--	--	--	.05	--	--	--	--	--
3. Intellectual Interests	-- .01	-- .01	-- --	-- --	-- --	-- .05	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --	-- --
4. Motivation	.01	.01	--	--	--	.05	--	--	--	--	--	--	--	--	--	--
5. Applied Interests	.01	.01	--	--	--	.05	--	--	--	--	--	--	--	--	--	--
6. Orderliness	.01	.01	--	--	--	--	--	--	.05	--	--	--	--	--	--	--
7. Submissiveness	.01	.01	--	--	--	--	--	--	--	--	--	--	--	--	--	--
8. Closeness	.01	.01	--	--	--	--	--	--	--	--	--	--	--	--	--	--
9. Sensuousness	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
10. Friendliness	.05	.05	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11. Expressiveness-Constraint	.05	.05	--	--	--	--	--	--	--	--	--	--	--	--	.05	--
12. Egoism-Diffidence	.05	.01	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Factors					Scheffé		Comparisons									
High			--	--		--	Urban	Small		--	.50	--	Lat Am	--	--	--
Low			--	--		--	Educ	Med.		--	.30	--	NA SEA	--	--	--

[a] Female

Significant Scheffé's *.05 **.01

Factor 1--Low and Med*; Low and High*
Factor 2--Low and Med**;
Factor 3--Low and Med*; Low and High*
Factor 4--Low and High*
Factor 5--Low and Med, Low and High

Table 10

Product-Moment Correlations

A1, OCI with Training Variables

	Group Size	Training Attrition	Overseas Attrition
A1 - Male			
Factor 1	-.19	.29	.18
2	-.02	.34	.18
3	.12	.23	.01
4	-.07	.28	.04
5	-.22	.24	.20
6	-.10	.01	.17
7	-.12	.01	.10
8	-.16	.02	.16
9	-.23	.10	.20
10	-.23	.21	.20
11	-.14	.06	.29
12	.04	.01	.17
A1 - Female			
Factor 1	-.02	.08	.05
2	.11	.07	.22
3	-.22	.04	.10
4	-.12	.15	.02
5	-.08	.35	.04
6	.01	.31	.14
7	-.22	.34	.02
8	-.30	.27	.11
9	-.33	.08	.17
10	-.08	.01	.16
11	-.21	.05	.01
12	.04	.06	.05
OCI			
Factor 1	.13	.12	.01
2	-.39	.21	.23
3	-.19	.05	.03
4	.02	.04	.16
5	.11	.06	.08
6	-.11	.22	.11

Trainee Effectiveness Ratings

Programs which gave high average Final Selection Board ratings were compared to those with low ratings in relation to Al factors. For the females, one factor (Self Assertion) discriminated between the high and low groups. This suggests that Self-Assertion in female trainees will be reflected in good Final Selection Board ratings. This seems to be congruent with the previously mentioned relationship of training attrition and dependency for females.

Between the high and low Final Selection Board rated male groups, one factor approached significance, Factor 4, Motivation. Correlations were run for males which related average program scores on Al factors, Final Selection Board ratings and field ratings. Insufficient data was available to make these comparisons for females. The data indicate that high Final Selection Board ratings and high field ratings reflect different personality characteristics Table 11 summarizes the personality factors associated with each type of rating, Tables 12 and 13 give the actual correlations. High Final Selection Board ratings are received by highly motivated trainees lacking in sensuality. This is essentially the unemotional and unconstricted but intellectually oriented trainee.

Table 11

Final Selection Board	Overseas Ratings
Factor 1 - Self Assertion	
Low on strivings for power through social action (ego achievement), and attention seeking	Much higher on striving for power, ascendance and much attention seeking
Factor 2 - Audacity-Timidity	
Low on hostility (aggression) and low on thrill seeking (Risktaking)	Much higher on hostility and thrill seeking.
Factor 3 - Intellectual Interests	
High on intellectuality (Understanding)	High on introspective contemplation.
Factor 4 - Motivation	
High on striving for success through personal effort (Achievement) even in the face of failure (Counteraction). High effort (Energy)	Low on striving for success through personal effort, low on effort.
Factor 6 - Orderliness	
High on planfulness (Conjunctivity)	Non-planfulness and impulsiveness
Factor 7 - Submissiveness	
Lower need to help others (Nurturance)	Lower respect for authority
Factor 9 - Sensuousness	
Self denial of sensory and esthetic experiences (Puritanism), inhibition of heterosexual interests (Prudishness)	Interest in sensory and esthetic experiences and heterosexual interests.
Factor 11 - Expressiveness-Conatraint	
Shyness (Inferiority Avoidance), inhibition of heterosexual interests (Prudishness)	Expressiveness, impulsiveness, attention seeking, heterosexual intersts.

Table 12

Correlation of Overseas Effectiveness Ratings with First Order Personality Factors (AI)--Males

.49 1. Self Assertion
Ego Achievement, Dominance, Exhibitionism,
.40 .31 .46
Fantasied Achievement
-.005

.18 2. Audacity-Timidity
Risktaking, Fantasied Achievement, Aggression, Science
.21 -.005 .51 -.16

.17 3. Intellectual Interests
Reflectiveness, Humanities-Social Sciences,
.53 .11
Understanding, Science
.022 -.16

-.21 4. Motivation
Achievement, Counteraction, Understanding, Energy
-.34 -.07 .022 -.46

-.55 5. Applied Interests
Practicalness, Science, Order
-.15 -.16 -.40

-.12 7. Submissiveness
Adaptability, Abasement, Nurturance, Deference
-.02 .10 -.02 -.47

-.12 8. Closeness
Supplication, Sexuality, Nurturance, Deference
-.20 .21 -.02 -.47

-.18 9. Sensuousness
Sensuality, Narcissism, Sexuality
.44 -.06 .21

-.36 10. Friendliness
Affiliation, Play
-.24 -.31

.67 11. Expressiveness-Constraint
Emotionality, Impulsiveness, Exhibitionism, Sexuality
.75 .32 .46 .21

-.04 12. Ego-Diffidence
Narcissism, Fantasied Achievement, Projectivity
-.06 .005 -.01

Table 13

Correlation of Final Selection Board Ratings with First Order Personality Factors (AI)--Males

-.18	1.	Self Assertion	Ego Achievement, -.23 Dominance, .04 Exhibitionism, -.24 Fantasied Achievement -.01
-.35	2.	Audacity-Timidity	Risktaking, -.54 Fantasied Achievement, 0 Aggression, --.61 Science +.22
.33	3.	Intellectual Interests	Reflectiveness, .06 Humanities-Social Sciences, .31 Understanding, .47 Science .22
.60	4.	Motivation	Achievement, .57 Counteraction, .50 Understanding, .47 Energy 66
.003	5.	Applied Interests	Practicalness, -.15 Science, .22 Order -.01
.13	6.	Orderliness	Conjunctivity, .41 Sameness, -.20 Order, -.01 Deliberation +.10
.07	7.	Submissiveness	Adaptability, -.02 Abasement, .11 Nurturance, -.27 Deference .13
-.23	8.	Closeness	Supplication, -.23 Sexuality, -.43 Nurturance, -.27 Deference .13
-.50	9.	Sensuousness	Sensuality, -.38 Narcissism, -.50 Sexuality -.43
-.26	10.	Friendliness	Affiliation, -.02 Play -.43
-.28	11.	Expressiveness-Constraint	Emotionality, -.01 Impulsiveness, -.10 Exhibitionism, -.24 Sexuality -.43
-.14	12.	Ego-Diffidence	Narcissism, -.50 Fantasied Achievement, -.01 Projectivity .53

High overseas ratings are received by trainees who are high on expressiveness and self assertion and low on orderliness and friendliness. That is, the more compulsive or gregarious males do less well on these ratings than those who are self assured, manipulative and emotionally unconstrained.

Caution must be taken in generalizing from these results because missing and incomplete Final Selection Board and Overseas ratings drastically reduce the initial research sample.

Interrelationship Between Trainee and Training Site Characteristics and their Relevance to Study Variables

The data suggest that programs with high structure (high on the Factors Orderliness and Impulse Control) and low on intellectual press (Intellectual Climate) are associated with dependent women (Table 10, Factors 5-8), aggressive, highly achievement motivated men (Table 10, Factors 1,2,4) and high attrition in training. The data were not available to determine who withdrew or was terminated during training-i.e.-it is not known if it was the aggressive males who left the orderly, structured programs.

High Final Selection Board ratings are associated with an environmental press for personal achievement (Achievement Standards) and non-aggressive (lower on Al Factors 1 and 2, Table 11) but achievement motivated males (higher on

Factor 4, Table 11). These males are as motivated for success through personal effort as the males mentioned above but do not have the aggressive personality characteristics. Perhaps this personality difference is relevant to the training attrition relationship discussed above.

High overseas effectiveness ratings are associated with 1) training program efforts to provide a well rounded intellectual experience emphasizing a commetment to social action (high intellectual climate) 2) training program press for administrative order (Orderliness) 3) a personality pattern of power striving, aggressiveness, impulsiveness, expressiveness, need to help others and lower respect for authority (Table 11). This suggests that if programs that emphasize order and structure and programs which emphasize on integrated intellectual experience are different types of programs, they each can produce Volunteers whose overseas performance is highly rated.

Conclusions

Measures of person and environment have been described which were administered to 2500 trainees at 65 training units. Significant differences between units and trainees were discussed and related to programs variables, training attrition, Final Selection Board ratings and Overseas effectiveness ratings.

The quality of a program was seen to be independent of trainee quality. Furthermore, the quality of a program seems unrelated to the character of the host institution.

The utility of these measures suggests liason relationships with training units might be employed to help modify them in ways to increase their effectiveness.

Some reexamination of selection procedures seems in order inasmuch as unknown factors appear to be operating that produce high concentrations of unique personality configurations in particular programs.

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APPENDIX I

Need-Press Scale Definitions

1. aba Abasement--ass Assurance: self depreciation versus self-confidence.
2. ach Achievement: striving for success through personal effort.
3. ada Adaptability--dfs Defensiveness: acceptance of criticism versus resistance to suggestion.
4. aff Affiliation--rej Rejection: friendliness versus unfriendliness.
5. agg Aggression--bla Blame Avoidance: hostility versus its inhibition.
6. cha Change--sam Sameness: flexibility versus routine.
7. cnj Conjunctivity--dsj Disjunctivity: planfulness versus disorganization.
8. ctr Counteraction--inf Inferiority Avoidance: restriving after failure versus withdrawal.
9. dfr Deference--rst Restiveness: respect for authority versus rebelliousness
10. dom Dominance--tol Tolerance: ascendancy versus forbearance.
11. e/a Ego Achievement: striving for power through social action.
12. emo Emotionality--plc Placidity: expressiveness versus restraint.
13. eny Energy--pas Passivity: effort versus inertia.
14. exh Exhibitionism--inf Inferiority Avoidance: attention-seeking versus shyness.
15. f/a Fantasied Achievement: daydreams of extraordinary public recognition.
16. har Harm Avoidance--rsk Risktaking: fearfulness versus thrillseeking.
17. hum Humanities, Social Science: interests in the Humanities and the Social Sciences.
18. imp Impulsiveness--del Deliberation: impetuousness versus reflection.
19. nar Narcissism: vanity.
20. nur Nurturance--rej Rejection: helping others versus indifference.
21. obj Objectivity--pro Projectivity: detachment versus superstition (AI) or suspicion (EI).
22. ord Order--dso Disorder: compulsive organization of details versus carelessness.
23. ply Play--work Work: Pleasure-seeking versus purposefulness.
24. pra Practicalness--ipr Impracticalness: interest in practical activities versus indifference.
25. ref Reflectiveness: introspective contemplation.
26. sci Science: interests in the Natural Sciences.
27. sen Sensuality--pur Puritanism: interest in sensory and esthetic experiences versus austerity, or self-denial.
28. sex Sexuality--pru Prudishness: heterosexual interests versus their inhibition.
29. sup Supplication--aut Autonomy: dependency versus self-reliance.
30. und Understanding: intellectuality.

APPENDIX II

MEASURING INSTRUMENTS: ACTIVITIES INDEX, COLLEGE CHARACTERISTICS INDEX AND ORGANIZATIONAL CLIMATE INDEX

COLLEGE CHARACTERISTICS INDEX

Form 1158

There are 300 statements in this booklet. They are statements about college life. They refer to the curriculum, to college teaching and classroom activities, to rules and regulations and policies, to student organizations and activities and interests, to features of the campus, etc. The statements may or may not be characteristic of your college, because colleges differ from one another in many ways. You are to decide which statements are characteristic of your college and which are not. Your answers should tell us what you believe the **college** is like rather than what you might personally prefer. You won't **know** the answer to many of these statements, because there may not be any really definite information on which to base your answer. **Your response will simply mean that in your opinion the statement is probably true or probably false about your college.** Do not omit any item.

DIRECTIONS

On the special answer sheet print your name, and the other information requested. Then, as you read each statement in the booklet, **blacken** space

T—when you think the statement is generally TRUE or characteristic of the college, is something which occurs or might occur, is the way people tend to feel or act.

F—when you think the statement is generally FALSE or not characteristic of the college, is something which is not likely to occur, is not the way people typically feel or act.

Be sure to fill in the whole space between the dotted lines on the answer sheet with a heavy black mark, using the special pencil provided to you.

YOU MUST ANSWER EVERY ITEM.

Work rapidly, going through the entire list of statements as quickly as you can. Please do not make any marks in this booklet.

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Syracuse University

Legend: T - TRUE. Generally true or characteristic of the college, is something which occurs or might occur, is the way people tend to feel or act.

F - FALSE. Generally false or not characteristic of the college, is something which is not likely to occur, is not the way people typically feel or act.

1. Students are encouraged to criticize administrative policies and teaching practices.
2. The competition for grades is intense.
3. In many courses grade lists are publicly posted.
4. There are no fraternities or sororities.
5. Students are conscientious about taking good care of school property.

6. The students here represent a great variety in nationality, religion and social status.
7. Most courses are very well organized and progress systematically from week to week.
8. Professors often try to provoke arguments in class, the livelier the better.
9. Students address faculty members as "professor" or "doctor".
10. There is a recognized group of student leaders on this campus.

11. Student pep rallies, parades, dances, carnivals or demonstrations occur very rarely.
12. Students here learn that they are not only expected to develop ideals but also to express them in action.
13. Discussions get quite heated, with a lot of display of feeling.
14. There is a lot of interest here in student theatrical groups.
15. Many famous people are brought to the campus for lectures, concerts, student discussions, etc.

16. There is an extensive program of intramural sports and informal athletic activities.
17. Many of the social science professors are actively engaged in research.
18. In most classes there is very little joking and laughing.
19. Receptions, teas, or formal dances are seldom given here.
20. Many upperclassmen play an active role in helping new students adjust to campus life.

21. No one needs to be afraid of expressing extreme or unpopular viewpoints in this school.
22. In many classes students have an assigned seat.
23. Students really get excited at an athletic contest.
24. It's important socially here to be in the right club or group.
25. Books dealing with psychological problems or personal values are widely read and discussed.

26. The library is exceptionally well equipped with journals, periodicals, and books in the natural sciences.
27. On nice days many classes meet outdoors on the lawn.
28. There is lots of informal dating during the week--at the library, snack bar, movies, etc.
29. Students often help one another with their lessons.
30. There is a lot of emphasis on preparing for graduate work.

31. Resident students must get written permission to be away from the campus overnight.
32. It is fairly easy to pass most courses without working very hard.
33. Student organizations are closely supervised to guard against mistakes.
34. There is a lot of group spirit.
35. Most people here seem to be especially considerate of others.

36. Courses, examinations, and readings are frequently revised.
37. Instructors clearly explain the goals and purposes of their courses.
38. When students do not like an administrative decision, they really work to get it changed.
39. Many students try to pattern themselves after people they admire.
40. Student elections generate a lot of intense campaigning and strong feeling.

41. Students and faculty are proud of their tough-mindedness and their resistance to pleaders for special causes.
42. Most students get extremely tense during exam periods.
43. Students put a lot of energy into everything they do--in class and out.
44. When students run a project or put on a show everybody knows about it.
45. Students spend a lot of time planning their careers.

46. Initiations and class rivalries sometimes get a little rough.
47. The school offers many opportunities for students to understand and criticize important works in art, music, and drama.
48. New fads and phrases are continually springing up among the students.
49. Students take a great deal of pride in their personal appearance.
50. There are courses which involve field trips to slum areas, welfare agencies, or similar contacts with underprivileged people.

Legend: T - TRUE. Generally true or characteristic of the college, is something which occurs or might occur, is the way people tend to feel or act.

F - FALSE. Generally false or not characteristic of the college, is something which is not likely to occur, is not the way people typically feel or act.

51. The values most stressed here are open-mindedness and objectivity.
52. Students must have a written excuse for absence from class.
53. The big college events draw a lot of student enthusiasm and support.
54. There are psychology courses which deal in a practical way with personal adjustment and human relations.
55. There would be a capacity audience for a lecture by an outstanding philosopher or theologian.

56. When students get together they seldom talk about science.
57. The college has invested very little in drama and dance.
58. Student gathering places are typically active and noisy.
59. There is a student loan fund which is very helpful for minor emergencies.
60. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.

61. Students are seldom kept waiting when they have appointments with faculty members.
62. Most courses require intensive study and preparation out of class.
63. Students are expected to play bridge, golf, bowl together, etc.. regardless of individual skill.
64. There are many opportunities for students to get together in extra-curricular activities.
65. Most students show a good deal of caution and self-control in their behavior.

66. There are many students from widely different geographic regions.
67. A lot of students who get just passing grades at mid-term really make an effort to earn a higher grade by the end of the term.
68. People here really play to win, not just for the fun of the game.
69. Religious worship here stresses service to God and obedience to His laws.
70. Students are expected to report any violation of rules and regulations.

71. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.
72. The way people feel around here is always pretty evident.
73. Few students here would ever work or play to the point of exhaustion.
74. Students have many opportunities to develop skill in organizing and directing the work of others.
75. Most students would regard mountain-climbing, rugged camping trips, or driving a car all night as pretty pointless.

76. Fire drills are held in student dormitories and residences.
77. A lecture by an outstanding literary critic would be poorly attended.
78. Many informal student activities are unplanned and spontaneous.
79. Poise and sophistication are highly respected by both students and faculty.
80. Most students here would not want pets (dogs, cats, etc.) even if they were allowed to have them.

81. Most faculty members are liberal in interpreting regulations and treat violations with understanding and tolerance.
82. Student papers and reports must be neat.
83. There are lots of dances, parties, and social activities.
84. Many courses stress the speculative or abstract rather than the concrete and tangible.
85. There are many facilities and opportunities for individual creative activity.

86. A lecture by an outstanding scientist would be poorly attended.
87. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.
88. Most students here really enjoy dancing.
89. The person who is always trying to "help out" is likely to be regarded as a nuisance.
90. Most students have very little interest in round tables, panel meetings, or other formal discussions.

91. If a student wants help, he usually has to answer a lot of embarrassing questions.
92. Personality, pull, and bluff get students through many courses.
93. In many courses there are projects or assignments which call for group work.
94. The professors seem to have little time for conversation with students.
95. The faculty and administration are often joked about or criticized in student conversations.

96. Everyone here has pretty much the same attitudes, opinions, and beliefs.
97. Activities in most student organizations are carefully and clearly planned.
98. Channels for expressing students' complaints are readily accessible.
99. Students almost always wait to be called on before speaking in class.
100. Personal rivalries are fairly common.

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101. Boy-girl relationships in this atmosphere tend to be practical and uninvolved, rarely becoming intensely emotional or romantic.
102. There is a lot of excitement and restlessness just before holidays.
103. There are so many things to do here that students are busy all the time.
104. Most students here would not like to dress up for a fancy ball or a masquerade.
105. Most students are more concerned with the present than the future.

106. Many students drive sports cars.
107. Few students are planning post-graduate work in the social sciences.
108. Dormitory raids, water fights and other student pranks would be unthinkable here.
109. Most students here enjoy such activities as dancing, skating, diving, gymnastics.
110. Students often run errands or do other personal services for the faculty.

111. Many students have special good luck charms and practices.
112. Campus architecture and landscaping stress symmetry and order.
113. There is very little studying here over the week-ends.
114. Students are more interested in specialization than in general liberal education.
115. Modern art and music get little attention here.

116. Few students are planning careers in science.
117. This is mainly a meat and potatoes community, with little interest in gourmets or anything unusual.
118. Students spend a lot of time talking about their boy or girl friends.
119. Students here are encouraged to be independent and individualistic.
120. A lot of students like chess, puzzles, double-crostics, and other abstract games.

121. For a period of time freshmen have to take orders from upperclassmen.
122. Students who work hard for high grades are likely to be regarded as odd.
123. In most classes every student can expect to be called on to recite.
124. The school helps everyone get acquainted.
125. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.

126. Many students travel or look for jobs in different parts of the country during the summer.
127. Assignments are usually clear and specific, making it easy for students to plan their studies effectively.
128. People around here seem to thrive on difficulty--the tougher things get, the harder they work.
129. In talking with students, faculty members often refer to their colleagues by their first names.
130. The important people at this school expect others to show proper respect for them.

131. There are practically no student organizations actively involved in campus or community affairs.
132. Most students respond to ideas and events in a pretty cool and detached way.
133. There seems to be a lot of interest here in health diets, vitamin pills, anti-histamines, etc.
134. There are a good many colorful and controversial figures on the faculty.
135. Education here tends to make students more practical and realistic.

136. Students are frequently reminded to take preventive measures against illness.
137. A student who insists on analyzing and classifying art and music is likely to be regarded as a little odd.
138. Students often start projects without trying to decide in advance how they will develop or where they may end.
139. Students who are not properly groomed are likely to have this called to their attention.
140. The college regards training people for service to the community as one of its major responsibilities.

141. A well reasoned report can rate an A grade here even though its viewpoint is opposed to the professor's.
142. Professors usually take attendance in class.
143. New jokes and gags get around the campus in a hurry.
144. Family social and financial status may not be talked about but everyone knows who's who.
145. The student newspaper rarely carries articles intended to stimulate discussion of philosophical or ethical matters.

146. Course offerings and faculty in the natural sciences are outstanding.
147. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.
148. Bermuda shorts, pin-up pictures, etc., are common on this campus.
149. There is a high degree of respect for nonconformity and intellectual freedom.
150. "Alma Mater" seems to be more important than "subject matter" at this school.

Legend: T - TRUE. Generally true or characteristic of the college, is something which occurs or might occur, is the way people tend to feel or act.

F - FALSE. Generally false or not characteristic of the college, is something which is not likely to occur, is not the way people typically feel or act.

151. No one is expected to suffer in silence if some regulation happens to create a personal hardship.
152. Examinations here provide a genuine measure of a student's achievement and understanding.
153. Students' mid-term and final grades are reported to parents.
154. Students almost never see the professors except in class.
155. Students occasionally plot some sort of escapade or rebellion.

156. Most students dress and act pretty much alike.
157. Faculty advisers or counselors are pretty practical and efficient in the way they dispatch their business.
158. If a student fails a course he can usually substitute another one for it rather than take it over.
159. A lot of students here will do something even when they know they will be criticized for it.
160. There are no favorites at this school--everyone gets treated alike.

161. Students are actively concerned about national and international affairs.
162. An open display of emotion would embarrass most professors.
163. Students get so absorbed in various activities that they often lose all sense of time or personal comfort.
164. It is easy to obtain student speakers for clubs or meetings.
165. There is little sympathy here for ambitious daydreams about the future.

166. Drinking and late parties are generally tolerated, despite regulations.
167. When students get together they seldom talk about trends in art, music or the theater.
168. There seems to be a jumble of papers and books in most faculty offices.
169. There are no mirrors in any of the public rooms or halls.
170. There is a great deal of borrowing and sharing among the students.

171. Some of the professors react to questions in class as if the students were criticizing them personally.
172. The campus and buildings always look a little unkempt.
173. Everyone has a lot of fun at this school.
174. Many students enjoy working with their hands and are pretty efficient about making or repairing things.
175. Special museums or collections are important possessions of the college.

176. Laboratory facilities in the natural sciences are excellent.
177. The library has paintings and phonograph records which circulate widely among the students.
178. There are several popular spots where a crowd of boys and girls can always be found.
179. Most of the faculty are not interested in students' personal problems.
180. Very few students here prefer to talk about poetry, philosophy, or mathematics as compared with motion pictures, politics, or inventions.

181. Faculty members are impatient with students who interrupt their work.
182. Students set high standards of achievement for themselves.
183. Students quickly learn what is done and not done on this campus.
184. Faculty members rarely or never call students by their first names.
185. When students dislike a faculty member they make it evident to him.

186. There are many foreign students on the campus.
187. In most classes, the presentation of material is well planned and illustrated.
188. Everyone knows the "snap" courses to take and the tough ones to avoid.
189. Professors seem to enjoy breaking down myths and illusions about famous people.
190. Anyone who knows the right people in the faculty or administration can get a better break here.

191. Students are encouraged to take an active part in social reforms or political programs.
192. Graduation is a pretty matter-of-fact, unemotional event.
193. Faculty members put a lot of energy and enthusiasm into their teaching.
194. There is a lot of fanfare and pageantry in many of the college events.
195. Nearly all students expect to achieve future fame or wealth.

196. All undergraduates must live in university approved housing.
197. Humanities courses are often elected by students majoring in other areas.
198. Students who tend to say or do the first thing that occurs to them are likely to have a hard time here.
199. There are definite times each week when dining is made a gracious social event.
200. A good deal of enthusiasm and support is aroused by fund drives for Campus Chest, CARE, Red Cross, refugee aid, etc.

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201. There always seem to be a lot of little quarrels going on.
202. Most student rooms are pretty messy.
203. It's easy to get a group together for card games, singing, going to the movies, etc.
204. The academic atmosphere is practical, emphasizing efficiency and usefulness.
205. Tutorial or honors programs are available for qualified students.

206. A student who spends most of his time in a science laboratory is likely to be regarded as a little odd.
207. There are paintings or statues of nudes on the campus.
208. Students frequently go away for football games, skiing weekends, etc.
209. Students commonly share their problems.
210. Most of the professors are dedicated scholars in their fields.

211. The school administration has little tolerance for student complaints and protests.
212. Standards set by the professors are not particularly hard to achieve.
213. Frequent tests are given in most courses.
214. Students spend a lot of time together at the snack bars, taverns, and in one another's rooms.
215. Students are sometimes noisy and inattentive at concerts or lectures.

216. The history and traditions of the college are strongly emphasized.
217. Most students follow a systematic schedule for studying and recreation.
218. No one gets pushed around at this school without fighting back.
219 Faculty members and administrators see students only during scheduled office hours or by appointment.
220. Students exert considerable pressure on one another to live up to the expected codes of conduct.

221. National elections generate a lot of intense campaigning and strong feeling on the campus.
222. Students here can be wildly happy one minute and hopelessly depressed the next.
223. Many lectures are delivered in a monotone with little inflection or emphasis.
224. Public debates are held frequently.
225. The faculty encourage students to think about exciting and unusual careers.

226. Students rarely get drunk and disorderly.
227. Course offerings and faculty in the social sciences are outstanding.
228. Spontaneous student rallies and demonstrations occur frequently.
229. Proper social forms and manners are important here.
230. Many church and social organizations are especially interested in charities and community services.

231. The faculty tend to be suspicious of students' motives and often make the worst interpretations of even trivial incidents.
232. Classrooms are kept clean and tidy.
233. There isn't much to do here except go to classes and study.
234. The college offers many really practical courses such as typing, report writing, etc.
235. Long, serious intellectual discussions are common among the students.

236. Many of the natural science professors are actively engaged in research.
237. In papers and reports, vivid and novel expressions are usually criticized.
238. Some of the most popular students have a knack for making witty, subtle remarks with a slightly sexy tinge.
239. The professors go out of their way to help you.
240. In class discussions, papers, and exams, the main emphasis is on breadth of understanding, perspective and critical judgment.

241. Students don't argue with the professor; they just admit they are wrong.
242. Learning what is in the text book is enough to pass most courses.
243. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
244. Students frequently study or prepare for examinations together.
245. Students pay little attention to rules and regulations.

246. Old grads are always pleased to discover that few things have changed.
247. It is hard to prepare for examinations because students seldom know what will be expected of them.
248. The campus religious program tends to emphasize the importance of acting on personal conviction rather than the acceptance of tradition.
249. Student publications never lampoon dignified people or institutions.
250. People here are always trying to win an argument.

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251. There are a number of prominent faculty members who play a significant role in national or local politics.
252. Students tend to hide their deeper feelings from each other.
253. Class discussions are typically vigorous and intense.
254. The college tries to avoid advertising and publicity.
255. The future goals for most students emphasize job security, family happiness, and good citizenship.

256. Few students bother with rubbers, hats, or other special protection against the weather.
257. The library is exceptionally well equipped with journals, periodicals, and books in the social sciences.
258. There are frequent informal social gatherings.
259. Society orchestras are more popular here than jazz bands or novelty groups.
260. Chapel services on or near the campus are well attended.

261. The school has an excellent reputation for academic freedom.
262. Campus buildings are clearly marked by signs and directories.
263. Students are very serious and purposeful about their work.
264. Education for leadership is strongly emphasized.
265. Students who are concerned with developing their own personal and private system of values are likely to be regarded as odd.

266. Introductory science or math courses are often elected by students majoring in other areas.
267. To most students here art is something to be studied rather than felt.
268. This college's reputation for marriages is as good as its reputation for education.
269. Students are expected to work out the details of their own program in their own way.
270. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.

271. There is a lot of apple-polishing around here.
272. Most courses are a real intellectual challenge.
273. Students have little or no personal privacy.
274. The professors really talk with the students, not just at them.
275. Students ask permission before deviating from common policies or practices.

276. Most students look for variety and novelty in summer jobs.
277. It is easy to take clear notes in most courses.
278. It is very difficult to get a group decision here without a lot of argument.
279. A controversial speaker always stirs up a lot of student discussion.
280. The student leaders here have lots of special privileges.

281. The expression of strong personal belief or conviction is pretty rare around here.
282. Very few things here arouse much excitement or feeling.
283. The professors really push the students' capacities to the limit.
284. Student parties are colorful and lively.
285. Quite a few faculty members have had varied and unusual careers.

286. Rough games and contact sports are an important part of intramural athletics.
287. In many courses the broad social and historical setting of the material is not discussed.
288. Students frequently do things on the spur of the moment.
289. Students think about dressing appropriately and interestingly for different occasions--classes, social events, sports, and other affairs.
290. This school has a reputation for being very friendly.

291. Many faculty members seem moody and unpredictable.
292. Classes meet only at their regularly scheduled time and place.
293. Every year there are carnivals, parades, and other festive events on the campus.
294. Most students are interested in careers in business, engineering, management, and other practical affairs.
295. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.

296. There is a lot of interest in the philosophy and methods of science.
297. Concerts and art exhibits always draw big crowds of students.
298. Nearly everyone here has a date for the weekends.
299. Counseling and guidance services are really personal, patient, and extensive.
300. Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.

ORGANIZATIONAL CLIMATE INDEX

Form 1163

George G. Stern and Carl R. Steinhoff

There are 300 statements in this booklet. They are statements which describe the environment in which people work. The statements refer to daily activities, to rules and regulations and policies, to typical interests and projects, to features of the physical environment, etc. The statements may or may not be characteristic of your situation because organizations differ from one another in many ways. You are to decide which statements are characteristic of your institution and which are not. Your answers should tell us what you believe the institution is like rather than what you might personally prefer. You won't *know* the answer to many of these statements, because there may not be any really definite information on which to base your answer. *Your responses will simply mean that in your opinion the statement is probably true or probably false about your organization.*

Do not omit any item.

DIRECTIONS

On the special answer sheet print your name, and the other information requested. Then, as you read each statement in the booklet, *blacken* space

T – when you think the statement is generally TRUE or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F – when you think the statement is generally FALSE or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

DIRECTIONS FOR USING NCS ANSWER SHEET

The rows of response circles are numbered to correspond to the items in the Test Booklet. Each question may be answered either Ⓣ or Ⓕ.

In marking your answers on the Answer Sheet, make sure that the number of the Statement is the same as the number on the Answer Sheet. Be sure to answer either Ⓣ or Ⓕ for every Statement.

- Be sure to use a No. 2½ or softer writing pencil.
- Do Not Use Ball Point or Ink.
- Keep your Answer Sheet Clean.
- Do not make stray marks.
- Erase errors completely.
- Fill the circle completely.

Legend: T — True. Generally true or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

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1. Criticism of administrative policies and practices is encouraged.
2. The competition for recognition is intense.
3. Errors and failures are talked about freely so that others may learn from them.
4. It's hard to make friends here because there is so little opportunity to meet with other people.
5. People treat the furnishings and equipment with care here.
6. There are many differences in nationality, religion, and social status represented here.
7. Work programs are well organized and progress systematically from week to week.
8. Policy matters often provoke widespread discussions that are both intense and lively.
9. Important people here are always addressed as Mr., Mrs. or Sir.
10. People here are always trying to manipulate the activities of others for their own advantage.
11. Knowledge about national and international affairs is valued here.
12. People here express their feelings openly and enthusiastically.
13. Discussions get quite heated, with a lot of display of feeling.
14. Group activities are often released to the newspapers.
15. People here hope to achieve future fame and recognition.
16. Procedures to be followed in case of fires, air raids, and accidents are not prominently posted.
17. People here are interested in the analysis of social and political problems.
18. Policy changes occur slowly and only after considerable deliberation.
19. Formal receptions or formal social affairs are seldom held here.
20. Members of the top administration are expected to take a leading role in community affairs.
21. No one needs to be afraid of expressing extreme or unpopular viewpoints here.
22. Formal seating arrangements are quite common here for all sorts of group meetings.
23. People really look forward to vacations, leave or weekend breaks.
24. It's important here to be in the right club or group.
25. Discussions about ethics, morality, psychological problems or personal values are not unusual.
26. Applications of research, experimental analysis, surveys, and other forms of scientific method are encouraged.
27. Much has been done with pictures, draperies, colors, and decoration to make this place pleasing to the eye.
28. Most of the group are young and unmarried.
29. Everyone here has a strong sense of being a member of the team.
30. Books dealing with mathematics or logic are of interest to many of the people here.
31. It's necessary to be polite under all circumstances in order to stay out of trouble here.
32. It is fairly easy to keep up here without working too hard.
33. Most activities are closely supervised.
34. There is a lot of group spirit.
35. Most people here seem to be especially considerate of others.
36. Policies and methods of operation are frequently revised.
37. Administrative policy, goals, and objectives are carefully explained to everyone.
38. When people here disagree with an administrative decision, they work to get it changed.
39. People here make every effort to please the administrative staff.
40. Elections, peer-evaluations, or other forms of ratings of group members by one another generate strong feeling.
41. The expression of strong personal belief is pretty rare around here.
42. People can get into very heated arguments with one another, and be the best of friends the next day.
43. People here put a great deal of energy into everything they do.
44. People here are likely to dress colorfully.
45. People here like to speculate on unusual opportunities for quick advancement.
46. The daily schedule includes some rough physical activities.
47. Improving one's knowledge of important works of art, music, and drama is encouraged here.
48. People here often change the way they do things on the spur of the moment.
49. People take much pride in their personal appearance.
50. There is a lot of interest here in projects for collecting packages of food or clothing to help out others.

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51. One of the values most stressed here is open-mindedness.
52. The administration expects that there will be no deviation from established practices no matter what the circumstances.
53. Social events get a lot of enthusiasm and support.
54. Achievements are weighed in terms of their practical value.
55. A lecture by an outstanding philosopher or theologian would be of interest to many of the people here.
56. People who are seriously interested in the natural sciences would be out of place here.
57. Music is never allowed when people are working.
58. People who have friends of the opposite sex show their affections openly.
59. People find others eager to help them get started.
60. People here spend a great deal of time thinking about and discussing complex problems.
61. People are seldom kept waiting when they have appointments with the administrative staff.
62. Getting ahead requires much intensive outside work in addition to doing your regular assignments.
63. Criticism or advice from an administrator is usually welcomed.
64. There are many opportunities for people to get together in planned social activities after hours.
65. People here tend to be cautious and self-controlled at all times.
66. The people here come from all parts of the country.
67. The ability to plan ahead is highly valued here.
68. People here are not likely to accept administrative ineptitude without complaint or protest.
69. The administrative staff rarely refer to one another by their first names.
70. The administration expects people to report violations of rules and regulations.
71. Daily newspapers are widely read.
72. The way people feel around here is always pretty evident.
73. Few people here would ever work to the point of exhaustion.
74. People here are provided with opportunities to develop skills and talents directing or coordinating the work of others.
75. Most people here would regard mountain-climbing or rugged camping trips as pretty pointless.
76. Posters, drills, or slogans stressing physical safety are not unusual here.
77. Few people here would be interested in attending a lecture by an outstanding literary critic.
78. Many social activities are unplanned and spontaneous.
79. People are expected to have a great deal of social grace and polish.
80. This place has a reputation for being indifferent to the public welfare.
81. Regulations are interpreted and enforced in an understanding manner.
82. Untidy reports or ones that depart from a specified style are almost certain to be returned unaccepted.
83. Most people here go to lots of parties and other social activities.
84. The emphasis here is on the abstract rather than the concrete and tangible.
85. There are many facilities and opportunities for individual creative activity.
86. Few people here would be interested in attending a lecture by an outstanding scientist.
87. Uniformity of decoration is the policy here, with no deviation from the norm.
88. Most people here love to dance.
89. People who are always offering their assistance are likely to be regarded as a nuisance.
90. Few people here are stimulated by intellectual activities or problems.
91. Almost anyone is likely to be blamed, even those who had little to do with it, if something happens to go wrong.
92. Personality and pull are more important than competence in getting ahead around here.
93. Most projects are done in groups rather than by individuals.
94. People have little to say to one another here.
95. The administrative staff are often joked about or criticized.
96. Everyone in this group has pretty much the same attitudes, opinions, and beliefs.
97. Most activities here are planned carefully.
98. People here speak up openly and freely.
99. Many people here try to pattern themselves after people who can help them.
100. Personal rivalries are fairly common in this place.

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101. Most people here are not very interested in what goes on in politics or government.
102. People here are not only expected to have ideas but to do something about them.
103. There is so much to do here that people are busy all the time.
104. Most people here tend to be shy in groups.
105. Most people here are concerned with the present rather than the future.
106. Risk-taking in the physical sense is part of the day-to-day program.
107. Few people here are interested in literature, art, or music.
108. Quick decisions and action are not characteristic of this place.
109. Good manners and making a good impression are important here.
110. The activities of charities and social agencies are strongly supported.
111. Criticism is taken as a personal affront in this organization.
112. Neatness in this place is the rule rather than the exception.
113. People are always ready to drop their work and take a coffee break.
114. Many people here are efficient at making or repairing things.
115. Modern art and music get little attention here.
116. Few people in this group have any background in science.
117. There are no restaurants in this community offering unusual or exceptionally well-prepared food.
118. Male-female relationships sometimes become quite serious.
119. People are expected to work at their own problems in their own way.
120. Many people here enjoy talking about poetry, philosophy or religion.
121. People who work hard here do so in spite of the realization that someone else will be getting the credit.
122. People will have it in for you here if you work too hard.
123. The work of the individual is always evaluated in terms of group goals and objectives.
124. Everyone is helped to get acquainted.
125. A lot of people in this place walk around with a chip on their shoulder.
126. Familiar faces sometimes tend to disappear without much explanation.
127. All work assignments are laid out well in advance, so that people can plan their own schedules accordingly.
128. People here thrive on difficulty – the tougher things get, the harder everyone works.
129. People here are usually opposed to the local administrative staff.
130. The important people in this place expect others to show proper respect for them.
131. Any form of political activity is strongly discouraged by the administrative staff.
132. There are very few issues here which arouse much excitement or feeling.
133. Leadership here lacks vigor.
134. There are a good many colorful and controversial figures here.
135. Administrative policy supports the practical and the realistic.
136. People here are sometimes reminded to take preventive measures against illness.
137. People who usually talk about music, theater, or other art forms consistently are likely to be regarded as a little odd.
138. People here often start projects without trying to decide in advance how they will develop or where they may end.
139. Individuals who are not properly groomed are likely to have this called to their attention.
140. Service to the community is regarded as a major responsibility of the institution.
141. Sound reasoning is rewarded here, even though it may lead to unpopular conclusions.
142. Attendance is checked carefully.
143. No one takes their work too seriously here.
144. Family, social, or financial status are necessary elements for advancement or success here.
145. People here are not really concerned with deep philosophical or ethical matters.
146. A discussion about the latest scientific inventions would not be uncommon here.
147. People are encouraged to dress for personal comfort rather than for appearance.
148. The administration does not concern itself with the dating habits of people here.
149. People here have a great deal of freedom to do as they wish.
150. Thinking of alternative ways in which problems might be solved or things done differently is discouraged here.

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151. No one is expected to suffer in silence if some regulation happens to create a personal hardship.
152. Good work is really recognized around here.
153. Work is checked to see if it is done properly and on time.

154. There are few opportunities for informal talk with administrators.
155. When people dislike policy they let the administrative staff know it in no uncertain terms.
156. Most members of the administrative staff have been here for many years.

157. Administrators are practical and efficient in the way they dispatch their business.
158. People avoid direct clashes with the administration at all costs.
159. Many people here will not hesitate to give strong public support to a project that the administrative staff is opposed to.

160. There are no favorites in this place; everyone gets treated alike.
161. Strong positions are taken here regarding civil liberties and minority groups.
162. Open displays of emotion have no place here.

163. People here can get so absorbed in their work they often lose all sense of time or personal comfort.
164. It's easy to find people here to talk before clubs and social groups.
165. There is little sympathy here for individuals who have ambitious daydreams about the future.

166. Conditions which involve some risk of physical danger are usually tolerated here.
167. People here are not concerned with the way our society is organized or how it operates.
168. People frequently do things on the spur of the moment.

169. Proper social forms and manners are not particularly important here.
170. There are excellent opportunities here for members of minority groups.
171. Many people here seem to brood, act moody, and are hard to figure out.

172. The buildings and grounds often look a little untidy.
173. Having a good time comes first here.
174. People with manual skills are highly respected here.

175. People here philosophize about different concepts of truth.

176. Magazines such as *Scientific American* are read by many people who work here.
177. Many people here have good personal collections of paintings and records.
178. Stories and novels about love are a popular form of reading material here.

179. The administrative staff is hardly ever concerned with the personal problems of the people who work here.
180. Few people here are challenged by deep thinking.
181. People are made to feel inadequate here for admitting that they don't know the answers.

182. People set high standards of achievement for themselves here.
183. People quickly learn what is done and not done here.
184. People here are reluctant to call one another by their first names.

185. When people dislike someone here, they make no secret of it.
186. New ideas are always being tried out here.
187. The flow of important information down from the administrative staff is smooth and efficient.

188. People here tend to take the easy way out when things get tough.
189. People delight in challenging official policies.
190. Anyone who knows the right people in the administration can get a better break.

191. The administrative staff encourages people to take an active interest in political activities.
192. People here tend to hide their deeper feelings from each other.
193. Administrators put a lot of energy and enthusiasm into directing this program.

194. Special events are given a great deal of fanfare and publicity.
195. People here talk about their future imaginatively and with enthusiasm.
196. Everyone here is "safety-first" conscious, anxious to avoid accidents and correct the conditions which produce them.

197. There are copies of famous paintings in the halls, rooms, or offices.
198. People who tend to say or do the first thing that occurs to them are likely to have a hard time here.
199. There is a general idea of appropriate dress which everyone follows.

200. The underdog enjoys sympathy and compassion here.

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201. There always seem to be a lot of little quarrels going on here.
202. People sometimes exchange each other's responsibilities.
203. It's easy to get a group together for games, cokes, movies, etc.
204. The work atmosphere emphasizes efficiency and usefulness.
205. Administrators are quite often occupied with serious considerations of basic goals and values.
206. The latest scientific discoveries make few changes in the way this place is run.
207. Paintings or statues of nudes can be seen here.
208. The administrative staff does not consider sex a forbidden topic.
209. People often run errands or do other personal services for each other.
210. Administrators here are considered experts in their respective fields.
211. The administrative staff has little tolerance for complaints and protests.
212. Standards set by administrative staff are not particularly hard to achieve.
213. The public is interested in everything that is done here.
214. People spend a great deal of time together socially.
215. People are often noisy and inattentive when brought together in groups.
216. Most people dress and act pretty much alike.
217. There is no wasted time here; everything has been planned right to the minute.
218. People who get pushed around here are expected to fight back.
219. Administrators will see people by appointment only.
220. There would be little opposition to the formation of a committee to control conduct and ethics.
221. Discussions about improving society are common here.
222. People here can be wildly happy one minute and hopelessly depressed the next.
223. The day to day activities do not require a sustained or intensive effort.
224. Most people here are outgoing and extroverted.
225. Unusual or exciting plans are encouraged here.
226. Few people here smoke or drink.
227. Most people here are well-read.
228. People here feel free to express themselvse impulsively.
229. People here are always looking for compliments.
230. People here expect to help out with fund drives, CARE, Red Cross, etc.
231. Administrative staff members are frequently jealous of their authority.
232. There is a specific place for everything and everyone here.
233. People here follow the maxim "business before pleasure."
234. Practical people are respected more than thinkers or dreamers here.
235. People here often get involved in long, serious intellectual discussions.
236. Many people here are engaged in research pertaining to their fields of specialization.
237. The use of vivid or novel expressions in conversation is generally frowned upon.
238. Some of the more popular people here have a knack for making witty, subtle remarks with a slightly sexy tinge.
239. The administrative staff will go out of its way to help you with your work.
240. People here seem to enjoy abstract problem-solving and detached thinking.
241. People here learn to accept criticism without talking back.
242. The successful performance of day to day duties is routine and undemanding.
243. The quality of your work cannot be kept a secret here.
244. People often prepare their work together.
245. Most people pay little attention to rules and regulations.
246. There are conventional ways of doing things here which are rarely changed.
247. People do not know how to prepare to be graded or rated because they do not know what is being looked for.
248. People here work well under stress.
249. Almost no one here ever makes fun of the people, traditions or policies of this place.
250. People here are always trying to win an argument.

Legend: T — True. Generally true or characteristic of the organization, is something which occurs or might occur, is the way people tend to feel or act.

F — False. Generally false or not characteristic of the organization, is something which is not likely to occur, is not the way people typically feel or act.

251. People here expect the world will be a better place to live because of their efforts.
252. Honors and special distinctions are generally awarded and received without any show of emotion.
253. The administrative staff expects that people will push themselves to the limit.

254. The administration here frowns on any form of public attention.
255. Not too many people want to become top leaders here.
256. People who are ill are encouraged to stay on the job and finish the day's work.

257. Many people here read magazines and books involving history, economics or political science.
258. Joking and laughing are usual in work situations here.
259. Looking and acting "right" is expected.

260. The people here are easily moved by the misfortunes or distress of others.
261. Everyone has the same opportunity to make good.
262. Communication within the organization is always carried on through formal channels.

263. People are always very serious and purposeful about their work.
264. The administration is satisfied to achieve short range goals and objectives.
265. People who are concerned with developing their own personal and private system of values would not fit in here.

266. The administration is research conscious.
267. Little attempt has been made to make this place comfortable or attractive.
268. There is a lot of steady dating here.

269. People here mind their own business.
270. People who attempt discussions on serious subjects are often made to feel foolish or out-of-place here.
271. There is a lot of apple-polishing around here.

272. Most activities here present a real personal challenge.
273. The quality of your work is rated or evaluated frequently.
274. Members of the administrative staff listen to people as well as direct them.

275. People ask permission before deviating from common policies or practices.
276. People here generally look for novelty and variety.
277. Most people here follow a regular plan for work and play.
278. It is always difficult to get a group decision here without a lot of discussion.

279. Administrators are sometimes given uncomplimentary nicknames.
280. There is a recognized group of leaders who receive special privileges.
281. Social issues are rarely discussed here.

282. People respond to pressure here in a calm and mild-mannered way.
283. People here feel they must really work hard because of the important nature of their work.
284. Parties are colorful and lively here.

285. A number of people here have had varied and unusual careers.
286. Few people bother with rubbers, hats, or other special protection against the weather.
287. Classical music is practically never heard here.

288. Programs here are quickly changed to meet new conditions.
289. People are always carefully dressed and neatly groomed.
290. "Lend a helping hand" could very well be the motto of this place.

291. Many people here are superstitious.
292. Formal rules and regulations have a very important place here.
293. People here believe that "all work and no play makes Jack a dull boy."

294. People here are generally efficient and successful in practical affairs.
295. There is considerable interest in the analysis of value systems and the relativity of societies and ethics.
296. There is a lot of interest in the philosophy and goals of science here.

297. Most people here attend concerts or art exhibits whenever they get the chance.
298. Frank discussions about sex are not uncommon among people here.
299. People here are usually quick to help each other out.

300. Careful reasoning and clear logic are highly valued here.

STERN ACTIVITIES INDEX

Form 1158

George G. Stern, Syracuse University

This booklet contains a number of brief statements describing many different kinds of activities. You will like some of these things. They will seem more pleasant than unpleasant to you, perhaps even highly enjoyable. There will be others that you will dislike, finding them more unpleasant than pleasant. The activities listed in this booklet have been obtained from a great many different persons. People differ in the kinds of things they enjoy, like to do, or find pleasant to experience. You are to decide which of these you like and which you dislike.

DIRECTIONS

On the special answer sheet print your name, and the other information requested. Then, as you read each statement in the booklet, **blacken** space

L — if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D — if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

Be sure to fill in the whole answer space with a heavy black mark, using any #2-1/2 or softer pencil. Do **not** use ball point or ink.

YOU MUST ANSWER EVERY ITEM.

Work rapidly, going through the entire list of statements as quickly as you can. Occasionally compare item numbers from the booklet with the answer sheet space to see that they correspond. Please do not make any stray marks on the answer sheet or in this booklet. Erase all errors and stray marks completely.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

1. Taking the blame for something done by someone I like.
2. Setting difficult goals for myself.
3. Concealing a failure or humiliation from others.

4. Having other people let me alone.
5. Getting what is coming to me even if I have to fight for it.
6. Being quite changeable in my likes and dislikes.

7. Scheduling time for work and play during the day.
8. Working twice as hard at a problem when it looks as if I don't know the answer.
9. Seeing someone make fun of a person who deserves it.

10. Persuading a group to do something my way.
11. Being a newspaperman who crusades to improve the community.
12. Listening to music that makes me feel very sad.

13. Taking up a very active outdoor sport.
14. Keeping in the background when I'm with a group of wild, fun-loving, noisy people.
15. Toughening myself, going without an overcoat, seeing how long I can go without food or sleep, etc.

16. Diving off the tower or high board at a pool.
17. Learning about the causes of some of our social and political problems.
18. Doing something crazy occasionally, just for the fun of it.

19. Imagining what I would do if I could live my life over again.
20. Feeding a stray dog or cat.
21. Taking special precautions on Friday, the 13th.

22. Washing and polishing things like a car, silverware, or furniture.
23. Making my work go faster by thinking of the fun I can have after it's done.
24. Being good at typewriting, knitting, carpentry, or other practical skills.

25. Understanding myself better.

26. Learning how to prepare slides of plant and animal tissue, and making my own studies with a microscope.
27. Holding something very soft and warm against my skin.
28. Talking about how it feels to be in love.

29. Belonging to a close family group that expects me to bring my problems to them.
30. Concentrating intently on a problem.
31. Suffering for a good cause or for someone I love.

32. Working for someone who will accept nothing less than the best that's in me.
33. Defending myself against criticism or blame.
34. Going to the park or beach with a crowd.

35. Shocking narrow minded people by saying and doing things of which they disapprove.
36. Getting up and going to bed at the same time each day.
37. Planning a reading program for myself.

38. Returning to a task which I have previously failed.
39. Doing what most people tell me to do, to the best of my ability.
40. Having other people depend on me for ideas or opinions.

41. Being an important political figure in a time of crisis.
42. Crying at a funeral, wedding, graduation, or similar ceremony.
43. Exerting myself to the utmost for something unusually important or enjoyable.

44. Wearing clothes that will attract a lot of attention.
45. Working until I'm exhausted, to see how much I can take.
46. Being careful to wear a raincoat and rubbers when it rains.

47. Studying the music of particular composers, such as Bach, Beethoven, etc.
48. Acting impulsively just to blow off steam.
49. Thinking about ways of changing my name to make it sound striking or different.

50. Discussing with younger people what they like to do and how they feel about things.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

51. Waiting for a falling star, white horse, or some other sign of success before I make an important decision.
52. Keeping my bureau drawers, desks, etc., in perfect order.
53. Spending most of my extra money on pleasure.

54. Learning how to repair such things as the radio, sewing machine, or car.
55. Thinking about different kinds of unusual behavior, like insanity, drug addiction, crime, etc.
56. Studying wind conditions and changes in atmospheric pressure in order to better understand and predict the weather.

57. Eating after going to bed.
58. Watching a couple who are crazy about each other.
59. Working for someone who always tells me exactly what to do and how to do it.

60. Finding the meaning of unusual or rarely used words.
61. Being polite or humble no matter what happens.
62. Setting higher standards for myself than anyone else would, and working hard to achieve them.

63. Admitting when I'm in the wrong.
64. Leading an active social life.
65. Doing something that might provoke criticism.

66. Rearranging the furniture in the place where I live.
67. Putting off something I don't feel like doing, even though I know it has to be done.
68. Having to struggle hard for something I want.

69. Listening to a successful person tell about his experience.
70. Getting my friends to do what I want to do.
71. Taking an active part in social and political reform.

72. Avoiding excitement or emotional tension.
73. Staying up all night when I'm doing something that interests me.
74. Speaking at a club or group meeting.

75. Imagining myself president of the United States.

76. Crossing streets only at the corner and with the light.
77. Listening to TV or radio programs about political and social problems.
78. Being in a situation that requires quick decisions and action.

79. Pausing to look at myself in a mirror each time I pass one.
80. Helping to collect money for poor people.
81. Paying no attention to omens, signs, and other forms of superstition.

82. Keeping an accurate record of the money I spend.
83. Dropping out of a crowd that spends most of its time playing around or having parties.
84. Helping to direct a fund drive for the Red Cross, Community Chest, or other organizations.

85. Imagining life on other planets.
86. Reading articles which tell about new scientific developments, discoveries, or inventions.
87. Chewing on pencils, rubber bands, or paper clips.

88. Talking about who is in love with whom.
89. Being a lone wolf, free of family and friends.
90. Spending my time thinking about and discussing complex problems.

91. Trying to figure out how I was to blame after getting into an argument with someone.
92. Competing with others for a prize or goal.
93. Being ready with an excuse or explanation when criticized.

94. Meeting a lot of people.
95. Arguing with an instructor or superior.
96. Being generally consistent and unchanging in my behavior.

97. Going to a party where all the activities are planned.
98. Doing a job under pressure.
99. Going along with a decision made by a supervisor or leader rather than starting an argument.

100. Organizing groups to vote in a certain way in elections.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

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101. Living a life which is adventurous and dramatic.
102. Having someone for a friend who is very emotional.
103. Sleeping long hours every night in order to have lots of rest.

104. Playing music, dancing, or acting in a play before a large group.
105. Thinking about what I could do that would make me famous.
106. Riding a fast and steep roller coaster.

107. Comparing the problems and conditions of today with those of various times in the past.
108. Doing whatever I'm in the mood to do.
109. Daydreaming about what I would do if I could live my life any way I wanted.

110. Comforting someone who is feeling low.
111. Avoiding things that might bring bad luck.
112. Arranging my clothes neatly before going to bed.

113. Getting as much fun as I can out of life, even if it means sometimes neglecting more serious things.
114. Learning how to make such things as furniture or clothing myself.
115: Trying to figure out why the people I know behave the way they do.

116. Doing experiments in physics, chemistry or biology in order to test a theory.
117. Sleeping in a very soft bed.
118. Seeing love stories in the movies.

119. Having someone in the family help me out when I'm in trouble.
120. Working crossword puzzles, figuring out moves in checkers or chess, playing anagrams or scrabble, etc.
121. Admitting defeat.

122. Taking examinations.
123. Being corrected when I'm doing something the wrong way.
124. Belonging to a social club.

125. Teasing someone who is too conceited.

126. Moving to a new neighborhood or city, living in a different country, etc.
127. Finishing something I've begun, even if it is no longer enjoyable.
128. Staying away from activities which I don't do well.

129. Following directions.
130. Being able to hypnotize people.
131. Playing an active part in community affairs.

132. Going on an emotional binge.
133. Walking instead of riding whenever I can.
134. Doing something that will create a stir.

135. Thinking about winning recognition and acclaim as a brilliant military figure.
136. Standing on the roof of a tall building.
137. Studying different types of government, such as the American, English, Russian, German, etc.

138. Doing things on the spur of the moment.
139. Having lots of time to take care of my hair, hands, face, clothing, etc.
140. Having people come to me with their problems.

141. Being especially careful the rest of the day if a black cat should cross my path.
142. Recopying notes or memoranda to make them neat.
143. Finishing some work even though it means missing a party or dance.

144. Working with mechanical appliances, household equipment, tools, electrical apparatus, etc.
145. Thinking about what the end of the world might be like.
146. Studying the stars and planets and learning to identify them.

147. Listening to the rain fall on the roof, or the wind blow through the trees.
148. Flirting.
149. Knowing an older person who likes to give me guidance and direction.

150. Being a philosopher, scientist, or professor.

Legend: L – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

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151. Having people laugh at my mistakes.
152. Working on tasks so difficult I can hardly do them.
153. Keeping my failures and mistakes to myself.

154. Going to parties where I'm expected to mix with the whole crowd.
155. Annoying people I don't like, just to see what they will do.
156. Leading a well-ordered life with regular hours and an established routine.

157. Planning ahead so that I know every step of a project before I get to it.
158. Avoiding something at which I have once failed.
159. Turning over the leadership of a group to someone who is better for the job than I.

160. Being an official or a leader.
161. Actively supporting a movement to correct a social evil.
162. Letting loose and having a good cry sometimes.

163. Taking frequent rest periods when working on any project.
164. Being the only couple on the dance floor when everyone is watching.
165. Imagining situations in which I am a great hero.

166. Driving fast.
167. Talking about music, theater or other art forms with people who are interested in them.
168. Controlling my emotions rather than expressing myself impulsively.

169. Catching a reflection of myself in a mirror or window.
170. Lending my things to other people.
171. Carrying a good luck charm like a rabbit's foot or a four-leaf clover.

172. Making my bed and putting things away every day before I leave the house.
173. Going to a party or dance with a lively crowd.
174. Managing a store or business enterprise.

175. Seeking to explain the behavior of people who are emotionally disturbed.

176. Going to scientific exhibits.
177. Chewing or popping gum.
178. Reading novels and magazine stories about love.

179. Having others offer their opinions when I have to make a decision.
180. Losing myself in hard thought.
181. Accepting criticism without talking back.

182. Doing something very difficult in order to prove I can do it.
183. Pointing out someone else's mistakes when they point out mine.
184. Having lots of friends who come to stay with us for several days during the year.

185. Playing practical jokes.
186. Doing things a different way every time I do them.
187. Keeping to a regular schedule, even if this sometimes means working when I don't really feel like it.

188. Quitting a project that seems too difficult for me.
189. Listening to older persons tell about how they did things when they were young.
190. Organizing a protest meeting.

191. Getting my friends to change their social, political, or religious beliefs.
192. Yelling with excitement at a ball game, horse race, or other public event.
193. Having something to do every minute of the day.

194. Speaking before a large group.
195. Imagining how it would feel to be rich and famous.
196. Playing rough games in which someone might get hurt.

197. Finding out how different languages have developed, changed, and influenced one another.
198. Letting my reasoning be guided by my feelings.
199. Dressing carefully, being sure that the colors match and the various details are exactly right.

200. Taking care of youngsters.

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201. Having a close friend who ignores or makes fun of superstitious beliefs.
202. Shining my shoes and brushing my clothes every day.
203. Giving up whatever I'm doing rather than miss a party or other opportunity for a good time.

204. Fixing light sockets, making curtains, painting things, etc., around the house.
205. Reading stories that try to show what people really think and feel inside themselves.
206. Collecting data and attempting to arrive at general laws about the physical universe.

207. Sketching or painting.
208. Daydreaming about being in love with a particular movie star or entertainer.
209. Having people fuss over me when I'm sick.

210. Engaging in mental activity.
211. Making a fuss when someone seems to be taking advantage of me.
212. Choosing difficult tasks in preference to easy ones.

213. Apologizing when I've done something wrong.
214. Going to the park or beach only at times when no-one else is likely to be there.
215. Questioning the decisions of people who are supposed to be authorities.

216. Eating my meals at the same hour each day.
217. Doing things according to my mood, without following any plan.
218. Doing something over again, just to get it right.

219. Disregarding a supervisor's directions when they seem foolish.
220. Talking someone into doing something I think ought to be done.
221. Trying to improve my community by persuading others to do certain things.

222. Being with people who seem always to be calm, unstirred, or placid.
223. Giving all of my energy to whatever I happen to be doing.
224. Being the center of attention at a party.

225. Setting myself tasks to strengthen my mind, body, and will power.

226. Skiing on steep slopes, climbing high mountains, or exploring narrow underground caves.
227. Learning more about the work of different painters and sculptors.
228. Speaking or acting spontaneously.

229. Imagining the kind of life I would have if I were born at a different time in a different place.
230. Talking over personal problems with someone who is feeling unhappy.
231. Going ahead with something important even though I've just accidentally walked under a ladder, broken a mirror, etc.

232. Keeping my room in perfect order.
233. Being with people who are always joking, laughing, and out for a good time.
234. Being treasurer or business manager for a club or organization.

235. Imagining what it will be like when rocket ships carry people through space.
236. Reading scientific theories about the origin of the earth and other planets.
237. Eating so much I can't take another bite.

238. Listening to my friends talk about their love-life.
239. Receiving advice from the family.
240. Solving puzzles that involve numbers or figures.

241. Taking the part of a servant or waiter in a play.
242. Sacrificing everything else in order to achieve something outstanding.
243. Having my mistakes pointed out to me

244. Going on a vacation to a place where there are lots of people.
245. Fighting for something I want, rather than trying to get it by asking.
246. Avoiding any kind of routine or regularity.

247. Organizing my work in order to use time efficiently.
248. Avoiding some things because I'm not sure I'll be successful at it.
249. Carrying out orders from others with snap and enthusiasm.

250. Directing other people's work.

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D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

251. Being a foreign ambassador or diplomat.
252. Seeing sad or melodramatic movies.
253. Avoiding things that require intense concentration.

254. Telling jokes or doing tricks to entertain others at a large gathering.
255. Pretending I am a famous movie star.
256. Swimming in rough, deep water.

257. Studying the development of English or American literature.
258. Being guided by my heart rather than by my head.
259. Making my handwriting decorative or unusual.

260. Taking care of someone who is ill.
261. Finding out which days are lucky for me, so I can hold off important things to do until then.
262. Having a special place for everything and seeing that each thing is in its place.

263. Doing something serious with my leisure time instead of just playing around with the crowd.
264. Learning how to raise attractive and healthy plants, flowers, vegetables, etc.
265. Thinking about the meaning of eternity.

266. Reading about how mathematics is used in developing scientific theories, such as explanations of how the planets move around the sun.
267. Walking along a dark street in the rain.
268. Being romantic with someone I love.

269. Having people talk to me about some personal problem of mine.
270. Following through in the development of a theory, even though it has no practical applications.
271. Telling others about the mistakes I have made and the sins I have committed.

272. Picking out some hard task for myself and doing it.
273. Concealing my mistakes from others whenever possible.
274. Inviting a lot of people home for a snack or party.

275. Proving that an instructor or superior is wrong.
276. Staying in the same circle of friends all the time.
277. Striving for precision and clarity in my speech and writing.
278. Giving up on a problem rather than doing it in a way that may be wrong.

279. Having friends who are superior to me in ability.
280. Influencing or controlling the actions of others.
281. Converting or changing the views of others.

282. Being unrestrained and open about my feelings and emotions.
283. Doing things that are fun but require lots of physical exertion.
284. Doing things which will attract attention to me.

285. Thinking about how to become the richest and cleverest financial genius in the world.
286. Being extremely careful about sports that involve some danger like sailing, hunting, or camping.
287. Reading editorials or feature articles on major social issues.

288. Making up my mind slowly, after considerable deliberation.
289. Trying out different ways of writing my name, to make it look unusual.
290. Providing companionship and personal care for a very old helpless person.

291. Going to a fortune-teller, palm reader or astrologer for advice on something important.
292. Keeping a calendar or notebook of the things I have done or plan to do.
293. Limiting my pleasures so that I can spend all of my time usefully.

294. Being efficient and successful in practical affairs.
295. Concentrating so hard on a work of art or music that I don't know what's going on around me.
296. Studying rock formations and learning how they developed.

297. Reading in the bathtub.
298. Reading about the love affairs of movie stars and other famous people.
299. Being with someone who always tries to be sympathetic and understanding.

300. Working out solutions to complicated problems, even though the answers may have no apparent, immediate usefulness.

APPENDIX III

1963-1964 SYRACUSE STUDY SAMPLE PROGRAM CHARACTERISTICS

1963-1964 Syracuse Study Sample Program Characteristics

	College	Code	Country	Region		Specialty	Prog Size	Study Sample			Length of Training		Code[c]
		Starting Date							AI				
		Col Ctry Yr Seq Mo Sub Seq		Code[a]	Code[b]			OCI	Male	Female	Total Program	Univ. Phase	
1	Arizona, Univ. of	119-514-63-11-10	Colombia	3	5	Phys. Ed.	33	30	22	0	85	85	1
2	Arizona St. U.	144-512-64-11-09	Brazil	3	3	Health-RCA	70	54	25	22	85	85	1
3	Brandeis U.	145-511-64-06,07-08,08-1	Bolivia	3	5	Univ. Ed/Health	73	46	25	20	104	76	2
4	Brooklyn Col.	139-514-63-10-10	Colombia	3	4	Health/Nurs.	19	14	0	14	99	99	1
5	Calif.St.Col.-LA	121-513-64-05-09-2	Chile	3	2	UCD/UCA	55	41	26	15	85	85	1
6	Calif.St.Col.-LA	121-514-64-06-06	Colombia	3	6	Phys.Ed./YMCA	49	30	28	0	89	69	2
7	Calif., Univ. of	106-386-63-03-09-1	India	4	1	Ag Ext	57	37	36	0	95	95	1
8	Calif., Univ. of	106-529-64-07-08	Venezuela	3	2	UCA	66	44	26	14	82	82	1
9	Camp David Crozier	135-517-64-01-02	Dom. Repub.	3	1	Ag Ext/RCA	42	41	30	11	106	85	2
10	Central State U.	123-620-64-03-06	Nigeria	1	1	Ag Ext/CD	117	56	49	0	61	61	1
11	Cornell	072-500-63-03-09-1	Lat Am Reg.	3	5	Education	29	26	13	13	123	123	1
12	Columbia Soc Work	141-514-63-08-09	Colombia	3	2	UCA	53	44	19	23	104	87	2
13	Columbia Tchrs Col	141-620-63-02-09	Nigeria	1	5	Sec & U Ed.	73	64	41	24	83	83	1
14	Denver, Univ. of	108-518-63-06-11-1	Ecuador	3	3	RCA & UCA	58	42	22	20	97	68	2
15	Denver, Univ. of	108-529-64-04,05-06	Venezuela	3	6	RCA/Coop/Ed	112	50	28	22	89	67	5
16	E. Mich. U.	124-649-64-01-06	Somali	1	5	Sec.Educ.	74	49	36	14	67	67	1
17	Exp. Int. Liv.	136-532-64-01-02	Jamaica	3	5	Voc/Sec Ed	30	26	17	0	81	34	3
18	Georgetown U.	111-514-64-04-06	Colombia	3	5	Univ. Educ.	66	27	28	22	81	81	1
19	Georgetown U.	111-513-64-02-06-1	Chile	3	5	Univ. Educ.	51	23	0	0	105	82	2
20	Hawaii, Univ. of	128-493-64-01-02	Thailand	2	6	RCA, TEFL	56	50	26	24	86	86	1
21	Howard	137-678-63-02-08	Gabon	1	1	Pub. Works	27	22	22	0	100	53	3
22	Indiana U.	125-636-64-02-06	Sierra L.	1	5	Sec Educ	85	50	18	32	70	70	1
23	Kansas State U.	114-517-64-01,02-07	Dom. Repub.	3	1	Ag	83	50	31	19	111	81	2
24	Lincoln U.	142-616-64-04-09	Tanzania	1	5	Elem Educ	28	25	14	11	90	69	2
25	Marquette	127-512-64-03-06	Brazil	3	1	Guan. RCA	65	47	15	32	76	76	1
26	Maryland, Univ.	134-505-64-01-06	Br. Honduras	3	5	Elem & Sec Ed	40	21	20	11	78	57	2
27	Missouri U-Kan.City	113-514-64-05-06-2	Colombia	3	3	CD	70	0	19	28	75	75	1
28	Nebraska, Univ.	143-514-64-07-08	Colombia	3	6	Ag Ext-HE	64	48	35	13	112	83	2
29	New Mexico U.	103-512-64-04-06	Brazil	3	4	Guan. Health	56	37	17	20	83	83	1
30	New Mexico U.	103-599-63-09-10	Colombia	3	3	UCA/RCA	57	41	41	0	104	104	1
31	New Mexico U.	103-514-63-07-09	Colombia	3	3	UCA/RCA	60	51	20	31	102	102	1
32	New Mexico U.	103-513-64-01-03	Chile	3	1	RCA	44	29	15	14	82	82	1
33	New Mexico U.	103-529-64-03-03	Venezuela	3	1	RCA	35	29	19	10	82	82	1
34	New Mexico State	133-519-63-02-12	El Salvador	3	1	Ag Ext/RCA	28	18	8	0	107	89	2
35	New Mexico State	133-514-64-03,05-06	Colombia	3	5	Phys Ed.	92	61	23	38	86	86	1

1963-1964 Syracuse Study Sample Program Characteristics--Continued

	College	Code: Starting Date Col Ctry Yr Seq Mo Sub Seq	Country	Region Code[a]	Code[b]	Specialty	Prog Size	Study Sample: OCI	Study Sample: AI Male	Study Sample: AI Female	Length of Training: Total Program	Length of Training: Univ. Phase	Code[c]
36	NYU	117-512-64-08-09	Brazil	3	4	Guan. Health	49	43	15	28	84	84	1
37	N. Carolina U.	110-614-64-01-06	Malawi	1	4	Public Health	56	46	31	14	78	78	1
38	N. Carolina State	112-513-64-03-06	Chile	3	1	For/Fund/RCA	70	48	36	11	77	77	1
39	N. Illinois U.	102-494-64-01-07	Malaysia	2	6	Sec Ed/RCA/4H	92	38	22	16	86	86	1
40	Notre Dame	130-528-64-01-06	Uruguay	3	2	UCA	20	17	00	0	96	75	2
41	Oberlin	029-600-64-01-06	Fr. W. Africa	1	5	Adult Phys Ed	68	54	20	26	90	61	3
42	Ohio U.	132-694-64-02-06	Cameroon	1	5	Sec Educ	69	43	32	17	74	74	1
43	Oklahoma, Univ. of	122-511-64-07-08-2	Bolivia	3	4	Health	17	14	0	0	95	56	2
44	Oklahoma, Univ. of	122-527-64-05-09	Peru	3	1	RCA	50	49	44	0	82	55	3
45	Oregon, State U.	100-386-64-04,05-09	India	4	1	CD/Poultry	66	51	52	0	84	84	1
46	Oregon, Univ. of	115-367-64-02-06	Nepal	4	5	Sec Educ	40	38	18	0	86	86	1
47	Portland St. Col.	104-265-64-01-01	Iran	4	6	RCA, Ag, Educ	37	32	28	0	70	70	1
48	Portland St. Col.	104-277-64-01-06-2	Turkey	4	5	TEFL	112	0	26	24	75	75	1
49	Roberts College	109-277-64-01-06-1	Turkey	4	5	TEFL	59	43	19	23	28	28	1
50	Rutgers Univ.	118-532-63-02-09	Jamaica	3	5	Elem Educ	37	24	12	12	84	84	1
51	St. Louis U.	138-515-64-03-10	Costa Rica	3	5	Univ Educ	82	50	26	24	112	85	2
52	So. Illinois U.	116-522-64-03-08	Honduras	3	5	Educ	52	41	21	19	118	98	2
53	So. Illinois U.	116-664-64-04-08	Tunisia	4	5	Sec Educ, TEFL	48	42	25	19	75	75	1
54	Syracuse U.	087-616-64-04-09	Tanzania	1	5	Up.Prim Educ	87	50	15	35	76	76	1
55	Syracuse U.	087-614-64-02,03-09	Malawi	1	6	Coops, Educ	130	65	41	24	90	90	1
56	Syracuse U.	087-699-63-02-09	Malawi	1	6	Coops, Educ	69	59	56	11	103	76	2
57	Texas, Univ. of	131-608-64-03-08	Morocco	4	3	RCA	53	32	11	19	96	84	3
58	UCLA	107-620-63-03-10	Nigeria	1	5	Sec/Univ Ed	58	49	24	25	74	74	1
59	UCLA	107-636-64-01-02	Sierra L.	1	6	Sec Educ	40	63	51	12	85	85	1
60	UCLA	107-693-64-01-03	Togo	1	3	Med	32	20	0	16	84	84	1
61	Utah, Univ. of	126-608-64-02-06	Morocco	4	1	RCD	32	29	0	29	83	83	1
62	Utah, State	129-265-64-03-06	Iran	4	6	Ag/CD	57	50	49	0	81	81	1
63	Washington Univ.	140-511-64-01-01	Bolivia	3	1	Health-San.	35	30	11	19	103	72	2
64	Wisconsin, U.-Milw.	140-527-64-01-01	Peru	3	1	Nutrition	52	41	21	20	76	76	1
65	Wisconsin, U.-Milw.	140-386-64-03-06	India	4	5	Educ	70	15	0	0	72	72	1
	Total Sample						3,756	2,505 (67%)	2,480 (66%)				

[a] Geographic Region
1. Africa
2. Far East
3. Latin America
4. N. Africa, Near East, S. Asia

[b] Specialty
1. Rural
2. Urban
3. Urban-Rural Mixed
4. Health
5. Education
6. Education/CD or CA Mixed

[c] Training Code
1. Univ. only
2. Univ. and Puerto Rico
3. Univ. and Mexico
5. Univ + Mexico + Puerto Rico

APPENDIX IV

PROGRAM OUTCOME MEASURES

PROGRAM OUTCOME MEASURES[a]

College	Country	Prog. Size	Attrition		Final Board Ratings		Overseas Effectiveness Rating	
			Training	Overseas	No. of Ratings	Average Rating	No. of Ratings	Average Rating
Arizona, Univ. of	Colombia	33	.1818	.0741	31	3.0968	-	-
Arizona St. U.	Brazil	70	.3286	.0426	-	-	-	-
Brandeis U.	Bolivia	73	.3425	.0000	22	2.6818	-	-
Brooklyn Col.	Colombia	19	.3158	.1539	-	-	-	-
Calif.St.Col.-LA	Chile	55	.4182	.0000	-	-	-	-
Calif.St.Col.-La	Colombia	49	.1836	.0000	-	-	-	-
Calif., Univ. of	India	57	.1579	.0417	20	2.8500	30	3.4211
Calif., Univ. of	Venezuela	66	.4091	.0182	34	3.5588	-	-
Camp David Crozier	Dom. Repub.	42	.1667	.0857	14	3.0000	-	-
Central State U.	Nigeria	117	.2906	.0000	49	3.2857	10	2.7126
Cornell	Lat.Am. Reg.	29	.2454	.0909	-	-	-	-
Columbia Soc. Work	Colombia	53	.2642	.1795	-	-	22	2.8067
Columbia Tchrs. Col.	Nigeria	73	.2466	.0545	29	2.9655	-	-
Denver, Univ. of	Ecuador	58	.4138	.1471	-	-	-	-
Denver, Univ. of	Venezuela	112	.4464	.0135	10	2.90	41	2.7500
E. Mich. U.	Somali	74	.2162	.0000	30	3.0000	27	2.6584
Exp. Int Liv.	Jamaica	30	.2000	.2083	-	-	-	-
Georgetown U.	Colombia	66	.4394	.0541	-	-	-	-
Georgetown U.	Chile	51	.4314	.0690	-	-	-	-
Hawaii, Univ. of	Thailand	56	.3750	.0286	18	3.0556	-	-
Howard	Gabon	27	.2593	.0000	14	3.1429	17	2.7282
Indiana U.	Sierra L.	85	.1882	.0000	-	-	-	-
Kansas State U.	Dom. Repub.	83	.3856	.0926	-	-	13	2.8528
Lincoln U.	Tanzania	28	.1786	.0000	17	3.5294	-	-
Marquette	Brazil	65	.3539	.0239	35	2.9429	8	3.5357
Maryland, Univ.	Br. Honduras	40	.4000	.0417	16	3.7500	-	-
Missouri U-Kan.City	Colombia	70	.2571	.0517	29	3.0345	-	-
Nebraska, Univ.	Colombia	64	.3750	.0000	39	2.7750	-	-
New Mexico U.	Brazil	56	.4821	.0000	23	2.9565	-	-
New Mexico U.	Colombia	57	.4386	.0938	-	-	12	2.7377
New Mexico U.	Colombia	60	.1833	.1200	-	-	43	2.8125
New Mexico U.	Chile	44	.4545	.0417	-	-	-	-
New Mexico U.	Venezuela	35	.4286	.2500	-	-	11	2.9110
New Mexico State	El Salvador	28	.2857	.1000	15	2.8667	17	2.8788
New Mexico State	Colombia	92	.5435	.0222	37	3.0270	-	-

[a] (-) indicates no data available.

PROGRAM OUTCOME MEASURES[a]--*Continued*

College	Country		Attrition		Final Board Ratings		Overseas Effectiveness Rating	
			Training	Overseas	No. of Ratings	Average Rating	No. of Ratings	Average Rating
NYU	Brazil	49	.1837	.0250	-	-	-	-
N. Carolina U.	Malawi	56	.2679	.0244	18	2.8889	-	-
N. Carolina State	Chile	70	.3145	.1042	-	-	-	-
N. Illinois U.	Malaysia	92	.1196	.0370	-	-	-	-
Notre Dame	Uruguay	20	.9500	.0000	6	3.0000	-	-
Oberlin	Fr. W. Africa	68	.0000	.0883	-	-	-	-
Ohio U.	Cameroon	69	.2174	.0370	-	-	-	-
Oklahoma, Univ. of	Bolivia	17	.3529	.0000	8	3.2500	-	-
Oklahoma, Univ. of	Peru	50	.0400	.0417	22	2.6818	-	-
Oregon, State U.	India	66	.3485	.0000	34	3.2058	-	-
Oregon, Univ. of	Nepal	40	.1500	.0000	-	-	22	3.2826
Portland St. Col.	Iran	37	.2703	.0370	-	-	24	3.4583
Portland St. Col.	Turkey	112	.1964	.0625	56	3.4286	-	-
Roberts College	Turkey	59	.2712	.0000	-	-	-	-
Rutgers Univ.	Jamaica	37	.4054	.2609	-	-	-	-
St. Louis U.	Costa Rica	82	.3537	.0000	-	-	-	-
So. Illinois U.	Honduras	52	.2500	.0257	-	-	-	-
So. Illinois	Tunisia	48	.2708	.0000	-	-	-	-
Syracuse U.	Tanzania	87	.2759	.0000	43	2.8605	-	-
Syracuse U.	Malawi	130	.2154	.0000	51	2.1760	-	-
Syracuse U.	Malawi	69	.2174	.0741	-	-	-	-
Texas, Univ. of	Morocco	53	.4340	.0000	20	2.7500	-	-
UCLA	Nigeria	58	.1552	.0204	-	-	-	-
UCLA	Sierra L.	40	.2500	.1667	-	-	-	-
UCLA	Togo	32	.1563	.0741	-	-	-	-
Utah, Univ. of	Morocco	32	.1875	.0769	14	2.6429	-	-
Utah, State	Iran	57	.2632	.0439	-	-	-	-
Washington Univ.	Bolivia	35	.3143	.0417	15	3.2667	-	-
Wisconsin, U.-Milw.	Peru	52	.2308	.1250	-	-	-	-
Wisconsin, U.-Milw.	India	70	.1714	.0000	37	2.8649	-	-

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[a] (-) indicates no data available.

APPENDIX V

PSYCHOMETRIC CHARACTERISTICS OF THE ORGANIZATIONAL CLIMATE INDEX
PEACE CORPS NORM GROUP SCALES AND FACTORS

ORGANIZATIONAL CLIMATE INDEX SCALE CHARACTERISTICS[a]

Scale	Item Index[b]	$\overline{X}$	σ	Reliability[c]
1. Abasement-Assurance	.40	2.66	1.66	.52
2. Achievement	.42	6.82	1.90	.65
3. Adaptibility-Defensiveness	.41	7.26	1.68	.46
4. Affiliation-Rejection	.35	7.82	1.51	.55
5. Aggression-Blame Avoidance	.42	3.05	1.78	.56
6. Change-Sameness	.44	6.64	1.78	.49
7. Conjunctivity-Disjunctivity	.61	6.18	2.49	.76
8. Counteraction-Inferiority Avoidance	.44	7.16	1.82	.54
9. Deference-Restiveness	.42	4.67	1.68	.49
10. Dominance-Tolerance	.36	2.56	1.49	.47
11. Ego Achievement	.38	7.83	1.64	.56
12. Emotionality-Placidity	.42	6.45	1.75	.49
13. Energy-Passivity	.45	7.53	1.94	.68
14. Exhibitionism-Inferiority Avoidance	.44	6.71	1.82	.54
15. Fantasied Achievement	.38	6.46	1.57	.43
16. Harm Avoidance-Risktaking	.39	4.39	1.60	.43
17. Humanities, Social Science	.42	7.23	1.67	.64
18. Impulsiveness-Deliberation	.48	6.14	1.93	.59
19. Narcissism	.53	3.67	2.15	.67
20. Nurturance-Rejection	.48	6.06	1.95	.62
21. Objectivity-Projectivity	.36	8.46	1.54	.66
22. Order-Disorder	.44	3.56	1.78	.52
23. Play-Work	.37	5.02	1.58	.50
24. Practicalness-Impracticalness	.43	5.79	1.50	.41
25. Reflectiveness	.51	7.07	2.15	.70
26. Science	.60	5.32	2.41	.74
27. Sensuality-Puritanism	.38	6.17	1.69	.50
28. Sexuality-Prudishness	.36	5.83	1.53	.44
29. Supplication-Autonomy	.32	7.37	1.40	.39
30. Understanding	.45	7.39	1.88	.67

[a] Based on N = 2,511 individuals.

[b] Average EBEL Item Discrimination per scale

[c] Kuder-Richardson Formula 20.

Intercorrelation Matrix of Individual Scale Scores[a]

Organizational Climate Index

(N = 2,511)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
	-134	-015	-274	-022	-171	-242	-368	090	349	-232	-238	-134	-151	-063	-095	-199	-171	192	-108	-507	268	-050	030	-181	1
		319	159	-227	264	308	269	190	-045	271	211	587	246	211	019	270	137	135	250	323	010	-268	130	330	2
			225	-154	104	324	190	178	070	154	129	408	258	181	-006	147	063	205	241	215	142	-143	238	210	3
				-010	204	218	285	010	-153	334	280	279	398	239	095	302	277	038	302	418	-187	208	143	353	4
					124	-277	135	-445	132	021	171	-176	029	076	-162	-049	219	-285	-054	-165	-241	380	-152	-038	5
						-020	318	-097	-066	292	258	266	259	238	-083	233	403	-178	175	220	-287	075	-005	309	6
							197	276	-077	155	101	333	210	075	139	175	-021	201	209	361	183	-226	214	202	7
								-142	-095	386	390	383	317	293	-010	313	311	-065	272	408	-192	022	070	362	8
									027	-084	-129	169	011	-046	135	003	-145	288	076	105	228	-262	150	002	9
										-109	-042	-071	007	078	-022	-144	-078	244	-028	-374	249	032	093	-048	10
											365	364	371	348	041	453	263	-010	353	351	-184	063	030	507	11
												334	308	286	-012	300	350	-094	212	272	-193	127	010	356	12
													335	286	-066	310	220	109	308	350	-042	-214	173	356	13
														399	039	333	292	099	361	296	-067	152	161	395	14
															-025	279	220	046	296	154	-109	085	040	389	15
																122	-131	202	084	112	148	-073	068	076	16
																	196	096	307	386	-079	005	-020	601	17
																		-166	155	250	-321	212	039	272	18
																			122	-016	385	-151	182	083	19
																				278	-041	-007	153	357	20
																					-178	-061	084	367	21
																						-232	132	-112	22
																							-072	019	23
																								031	24
																									25

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[a] Decimal points omitted.

PRINCIPAL COMPONENTS FACTOR ANALYSIS
ORGANIZATIONAL CLIMATE INDEX

Scales	Factors[a]						
	1	2	3	4	5	6	
1. Abasement-Assurance	-401	-209	560	-149	-215	-285	
2. Achievement	541	-341	-100	-263	-309	087	
3. Adaptibility-Defensiveness	390	-374	097	-396	163	070	
4. Affiliation-Rejection	579	092	-049	030	452	-240	
5. Aggression-Blame Avoidance	-065	680	272	-086	049	296	
6. Change-Sameness	463	302	-022	-227	-249	107	
7. Conjunctivity-Disjunctivity	388	-476	-214	-029	250	304	
8. Counteraction-Inferiority Avoidance	603	196	-106	-149	014	428	
9. Deference-Restiveness	038	-627	-094	-041	065	-297	
10. Dominance-Tolerance	-179	-135	689	-203	039	211	
11. Ego Achievement	660	127	047	076	115	003	
12. Emotionality-Placidity	544	272	050	-147	017	195	
13. Energy-Passivity	633	-259	-080	-418	-154	036	
14. Exhibitionism-Inferiority Avoidance	616	036	250	-071	242	-096	
15. Fantasied Achievement	516	099	332	-111	-089	-094	
16. Harm Avoidance-Risktaking	092	-273	-014	524	245	109	
17. Humanities, Social Science	663	-007	071	377	-194	-043	
18. Impulsiveness-Deliberation	445	427	022	-241	032	-101	
19. Narcissism	064	-592	-352	105	142	006	
20. Nurturance-Rejection	546	-112	165	010	125	-123	
21. Objectivity-Projectivity	635	-053	-473	099	158	063	
22. Order-Disorder	-209	-592	302	087	082	255	
23. Play-Work	012	581	265	108	400	-172	
24. Practicalness-Impracticalness	162	-318	149	-221	409	094	
25. Reflectiveness	738	006	179	234	-233	-031	
26. Science	509	-195	286	300	-230	-031	
27. Sensuality-Puritanism	529	063	100	450	075	-032	
28. Sexuality-Prudishness	291	318	357	-004	257	064	
29. Supplication-Autonomy	402	-109	-147	-321	166	-391	
30. Understanding	746	-095	041	180	-286	-010	
Eigenvalue	6.791	3.281	1.972	1.640	1.390	1.022	
Percent of Variance	22.6	10.9	6.6	5.4	4.6	3.4	
Total							53.5

[a] Decimal points omitted.

EQUAMAX ROTATION
ORGANIZATIONAL CLIMATE INDEX

Scales	Factor Loadings[a]						
	1	2	3	4	5	6	Communality
1. Abasement-Assurance	-013	-025	791	073	-088	-165	667
2. Achievement	063	279	-118	-682	-021	-173	591
3. Adaptibility-Defensiveness	359	-016	-015	-520	-297	-047	490
4. Affiliation-Rejection	658	196	-361	008	-006	084	609
5. Aggression-Blame Avoidance	-069	-092	106	126	222	741	638
6. Change-Sameness	193	241	-053	-340	430	180	431
7. Conjunctivity-Disjunctivity	115	043	-437	-363	-474	-126	579
8. Counteraction-Inferiority Avoidance	078	186	-419	-458	020	440	626
9. Deference-Restiveness	197	008	035	-128	-274	605	497
10. Dominance-Tolerance	-038	-009	616	-123	-365	287	611
11. Ego Achievement	228	504	-223	-260	129	182	473
12. Emotionality-Placidity	213	221	-220	-322	118	415	432
13. Energy-Passivity	277	190	-139	-731	012	-080	673
14. Exhibitionism-Inferiority Avoidance	554	327	-090	-193	-091	221	517
15. Fantasied Achievement	337	399	124	-268	077	222	415
16. Harm Avoidance-Risktaking	-028	262	-280	283	-435	-113	430
17. Humanities, Social Science	124	734	-240	-111	031	034	626
18. Impulsiveness-Deliberation	366	114	-110	-199	370	338	450
19. Narcissism	133	186	212	-064	-597	-225	509
20. Nurturance-Rejection	423	363	-092	-189	-113	032	368
21. Objectivity-Projectivity	234	228	-704	-244	028	-070	668
22. Order-Disorder	-172	-010	238	-048	-671	-160	565
23. Play-Work	378	-019	042	460	172	472	609
24. Practicalness-Impracticalness	350	-141	-022	-192	-441	022	375
25. Reflectiveness	190	744	-140	-249	046	110	686
26. Science	083	686	029	-149	-146	-023	523
27. Sensuality-Puritanism	204	590	-280	119	-079	123	503
28. Sexuality-Prudishness	333	162	032	056	-042	490	383
29. Supplication-Autonomy	562	-007	-119	-271	152	-228	479
30. Understanding	136	698	-215	-356	051	-006	681

[a] Underlined values indicate inclusion for factor scoring. Decimal points omitted.

ORGANIZATIONAL CLIMATE INDEX
SECOND ORDER FACTOR ANALYSIS[a]

Factor	Correlation Coefficients					
	1	2	3	4	5	6
1	1.00	537	376	268	-085	-432
2		1.00	426	467	-031	-293
3			1.00	534	109	-207
4				1.00	131	-023
5					1.00	442
6						1.00

Factor	Principal Components	
	I	II
1	759	-180
2	803	061
3	730	312
4	656	473
5	-106	820
6	-527	688

Factor	Equamax Rotation		
	I	II	Communality
1	647	-436	608
2	772	-227	648
3	793	034	631
4	780	211	654
5	190	805	684
6	-250	830	752

[a] Decimal points omitted.

APPENDIX VI

SCHEFFÉ ANALYSIS OF PEACE CORPS TRAINING PROGRAMS

OCI FACTORS

Factor 1--Group Life vs. Isolation $\bar{X} = 32.93$ $\sigma = 2.14$[a]

$F = 7.84$ $p = .01$

High	
S. Illinois U.-Honduras	37.22
Columbia-Soc. Wk.-Colombia	36.89
Notre Dame U.-Uruguay	36.29
Marquette U.-Brazil	35.93
U. of Oklahoma-Bolivia	35.93
UCLA-Ethiopia	35.75
Oregon St. U.-India	35.67
Medium	
N. Mexico U.-Colombia[b]	35.39
Georgetown U.-Colombia	35.07
U. of California-Venezuela	34.91
N. Mexico U.-Colombia[c]	34.82
E. Michigan U.-Somali	34.16
N. Mexico St.-Colombia	34.15
Roberts Col.-Turkey	34.12
N. Central St.-Chile	34.08
U. of Wisconsin-India	34.07
Cal. St. Col., L.A.-Chile	34.07
Exp. Int. Living-Jamaica	34.04
Central St. U.-Nigeria	34.02
Syracuse U.-Tanzania	34.02
U. of Utah-Morocco	33.93
Georgetown U.-Chile	33.91
UCLA-Sierra Leone	33.86
UCLA-Nigeria	33.80
U. of Nebraska-Colombia	33.79
Syracuse U.-Malawi (1964)	33.75
C. D. Crozier-Dom. Rep.	33.68
Oberlin-Fr. W. Africa	33.57
U. of Oklahoma-Peru	33.51
U. of Wisconsin-Peru	33.51
U. of Maryland-Br. Honduras	33.35
U. of California-India	33.32
Brandeis-Bolivia	33.26
U. of Hawaii-Thailand	33.24
U. of Arizona-Colombia	33.17
N. Illinois U.-Malaysia	32.97
Syracuse U.-Malawi (1963)	32.88
Rutgers-Jamaica	32.83
U. of Denver-Venezuela	32.68
New York U.-Brazil	32.65
Kansas St. U.-Dom. Rep.	32.52
U. of N. Carolina-Malawi	32.33
St. Louis U.-Costa Rica	32.30
Washington U.-Bolivia	32.27
Cornell-Lat. Am. Reg.	32.15
Arizona St. U.-Brazil	32.07
Lincoln U.-Tanzania	31.84
N. Mexico U.-Brazil	31.78
Ohio U.-Cameroon	31.77
Brooklyn Coll.-Colombia	31.57
Texas U.-Morocco	31.56
Cal. St. Coll., L.A.-Colombia	31.43
Utah St. U.-Iran	31.12
U. of Indiana-Sierra Leone	30.44
S. Illinois U.-Tunisia	30.33
Portland St. Col.-Iran	30.09
Howard U.-Gabon	30.05
U. of Oregon-Nepal	29.61
N. Mexico U.-Venezuela	29.07
N. Mexico St.-El Salvador	28.94
Low	
Columbia Teachers-Nigeria	28.63
N. Mexico U.-Chile	27.62
U. of Denver-Ecuador	26.69

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[a] The differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffe test.

[b] 63-09-10

[c] 63-07-09

Factor 2--Intellectual Climate $\bar{X} = 47.18$ $\sigma = 3.86$[a]

$F = 7.45$ $p = .001$

High

UCLA-Ethiopia	56.15
Syracuse U.-Malawi (1963)	54.08
Columbia Soc. Wk.-Colombia	53.48
UCLA-Nigeria	53.47
Marquette U.-Brazil	52.98
N. Mexico U.-Colombia[b]	52.66
Columbia Teachers Col.-Nigeria	51.61
Oregon St. U.-India	51.59

Medium

Brooklyn Col.-Colombia	51.36
N. Illinois U.-Malaysia	51.13
Ohio U.-Cameroon	50.23
U. of Hawaii-Thailand	50.20
UCLA-Sierra Leone	50.13
Oklahoma U.-Bolivia	50.07
Syracuse U.-Tanzania	49.78
Cornell U.-Lat. Am. Reg.	49.65
N. Mexico U.-Colombia[c]	49.63
U. of Utah-Morocco	49.21
Oklahoma U.-Bolivia	49.20
N. Mexico St.-Colombia	49.11
Notre Dame U.-Uruguay	49.00
Syracuse U.-Malawi (1964)	48.77
N. Carolina U.-Malawi	48.74
S. Illinois U.-Honduras	48.39
N. Central St.-Chile	48.16
Maryland U.-Br. Honduras	47.97
U. of Wisconsin-Peru	47.88
Camp. D. Crozier-Dom. Pep.	47.83
Brandeis-Bolivia	47.74
Arizona U.-Colombia	47.73
Kansas St. U.-Dom. Rep.	47.68
St. Louis U.-Costa Rica	47.24
Washington U.-Bolivia	47.10
Central State U.-Nigeria	46.66
Nebraska U.-Colombia	46.65
Portland St. U.-Iran	46.56
Exp. Int. Living-Jamaica	46.54
Indiana U.-Sierra Leone	46.42
U. of Denver-Venezuela	46.36
Oberlin Col.-Fr. W. Africa	46.33
U. of Wisconsin-India	46.27
Georgetown U.-Chile	46.17
Calif. St. Col.-L.A.-Chile	46.07
Georgetown U.-Colombia	45.96
New York U.-Brazil	45.91
N. Mexico U.-Brazil	45.43
Rutgers U.-Jamaica	45.21
Calif. St. Col.-L.A.-Colombia	44.73
E. Michigan U.-Somali	44.69
U. of California-India	44.43
U. of Oregon-Nepal	44.42
U. of California-Venezuela	44.25
U. of Texas-Morocco	43.72
Arizona St. U.-Brazil	43.72
Utah St. U.-Iran	43.52
S. Illinois U.-Tunisia	42.76
Roberts Col.-Turkey	42.70
Howard U.-Gabon	41.05
Lincoln U.-Tanzania	40.84
N. Mexico U.-Chile	40.69
N. Mexico U.-Venezuela	40.31
N. Mexico St.-El Salvador	38.39

Low

U. of Denver-Ecuador	35.33

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

[b] 63-09-10.

[c] 63-07-09.

Factor 3--Personal Dignity $\overline{X} = 36.58$ $\sigma = 3.33$[a]

F = 18.69 p = .001

High

Camp D. Crozier-Dom. Rep.	42.90
U. of Oklahoma--Bolivia	42.64
Columbia U. Soc. Wk.-Colombia	42.20
UCLA-Ethiopia	41.15
Oberlin-Fr. W. Africa	40.85
UCLA-Nigeria	40.27
Notre Dame U.-Uruguay	40.06
U. of Oklahoma-Peru	40.00
Roberts Col.-Turkey	39.65
Oregon St. U.-India	39.57
U. of Wisconsin-India	39.47
N. Mexico U.-Colombia[c]	39.39
St. Louis U.-Costa Rica	39.38
Marquette U.-Brazil	39.35
Calif. St. Col.-L.A.-Chile	39.34
N. Mexico U.-Colombia[b]	39.15
New York U.-Brazil	38.95
U. of Nebraska-Colombia	38.77
UCLA-Sierra Leone	38.44
N. Mexico U.-Brazil	38.35
U. of Arizona-Colombia	38.27
S. Illinois U.-Honduras	38.12
N. Mexico St.-Colombia	37.82
Syracuse U.-Malawi (1963)	37.69
N. Central St.-Chile	37.63
Kansas St. U.-Dom. Rep.	37.58
S. Illinois U.-Tunisia	37.56
Lincoln U.-Tanzania	37.44
U. of Maryland-Br. Honduras	37.26
N. Illinois U.-Malaysia	37.16
U. of N. Carolina-Malawi	37.09
U. of Hawaii-Thailand	37.06
U. of Wisconsin-Peru	36.83
N. Mexico U.-Chile	36.55
Exp. Ind. Living-Jamaica	36.50
Columbia U. Teachers-Nigeria	36.44
Ohio U.-Cameroon	36.02
E. Michigan U.-Somali	35.84
Georgetown U.-Chile	35.83
U. of Texas-Morocco	35.78
Arizona St. U.-Brazil	35.72
Calif. St.Col.-L.A.-Colombia	35.60
Brooklyn Col.-Colombia	35.50
Georgetown U.-Colombia	35.44
U. of Utah-Morocco	35.14
N. Mexico U.-Venezuela	34.72
Washington U.-Bolivia	34.70
Portland St. Col.-Iran	34.63
Rutgers-Jamaica	34.50
Syracuse U.-Tanzania	34.34
Cornell U.-Lat. Am. Reg.	34.12
Brandeis U.-Bolivia	34.07
Central State U.-Nigeria	33.86
N. Mexico St.-El Salvador	33.56
U. of California-Venezuela	33.43

Medium

Howard U.-Gabon	33.36
U. of California-India	32.89
Utah State U.-Iran	32.40

Low

Syracuse U.-Malawi (1964)	32.32
U. of Denver-Venezuela	31.40
U. of Indiana-Sierra Leone	30.66
U. of Oregon-Nepal	28.79
U. of Denver-Ecuador	23.45

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

[b] 63-09-10.

[c] 63-07-09.

Factor 4--Achievement Standards $\bar{X} = 33.61$ $\sigma = 2.98$[a]

F = 13.86 p = .001

Camp D. Crozier-Dom. Rep.	38.80
U. of Hawaii-Thailand	38.04
Lincoln U.-Tanzania	37.88
S. Illinois U.-Honduras	37.71
N. Illinois U.-Malaysia	37.61
St. Louis U.-Costa Rica	37.32
Ohio U.-Cameroon	37.28
Arizona St. U.-Brazil	36.98
Marquette U.-Brazil	36.63
Syracuse U.-Malawi (1963)	36.59
N. Mexico U.-Colombia[b]	36.45
U. of N. Carolina-Malawi	36.28
Central State U.-Nigeria	36.00

Medium

Calif. St. Col.,L. A.-Chile	35.98
Columbia Soc. Wk.-Colombia	35.89
Notre Dame U.-Uruguay	35.88
UCLA-Sierra Leone	35.40
U. of Maryland-Br. Honduras	35.39
U. of Oklahoma-Peru	35.39
S. Illinois U.-Tunisia	35.31
U. of Nebraska-Colombia	35.21
N. Mexico U.-Colombia[c]	35.15
U. of Oklahoma-Bolivia	35.07
Oregon St. U.-India	35.02
UCLA-Nigeria	34.69
Oberlin-Fr. W. Africa	34.54
N. Mexico U.-Brazil	34.51
Georgetown U.-Chile	34.43
N. Mexico U.-Venezuela	34.24
New York U.-Brazil	34.21
UCLA-Ethiopia	34.20
Kansas St. U.-Dom. Rep.	34.10
Brooklyn Col.-Colombia	34.07
U. of Wisconsin-Peru	34.07
U. of Texas-Morocco	33.97
Brandeis U.-Bolivia	33.91
U. of Denver-Venezuela	33.88
U. of Arizona-Colombia	33.77
Calif. St. Col.,L.A.-Colombia	33.60
Syracuse U.-Tanzania	33.24
N. Mexico U.-Chile	33.14
Columbia,Teachers-Nigeria	33.02
Washington U.-Bolivia	32.73
N. Central St.-Chile	32.57
U. of Wisconsin-India	32.00
U. of California-Venezuela	31.89
Cornell U.-Lat. Am. Reg.	31.88
Howard U.-Gabon	31.86
U. of Utah-Morocco	31.72
Georgetown U.-Colombia	31.63
Portland St. Col.-Iran	31.41
N. Mexico St.-Colombia	31.16
Syracuse U.-Malawi (1964)	31.08
Utah St. U.-Iran	30.46
Roberts Col.-Turkey	29.79
Exp. Int. Living-Jamaica	29.31
N. Mexico St.-El Salvador	29.00

Low

U. of Oregon-Nepal	28.34
E. Michigan U.-Somali	27.76
U. of Indiana-Sierra Leone	26.80
Rutgers U.-Jamaica	26.83

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

[b] 63-07-09.

[c] 63-09-10.

Factor 5--Orderliness $\bar{X} = 31.14$ $\sigma = 3.07$[a]

$F = 8.64$ $p = .001$

High

Brooklyn Col.-Colombia	39.64
U. of Maryland-Br. Honduras	36.68
Arizona St. U.-Brazil	36.06
U. of Texas--Morocco	36.06
UCLA-Ethiopia	35.15
Cornell U.-Lat Am. Reg.	34.88
N. Mexico U.-Venezuela	34.55
New York U.-Brazil	34.14
Marquette U.-Brazil	34.11
UCLA-Sierra Leone	34.03

Medium

Brandeis U.-Bolivia	33.67
N. Mexico St.-El Salvador	33.55
Central St. U.-Nigeria	33.55
Lincoln U.-Tanzania	33.44
Notre Dame U.-Uruguay	33.41
Columbia Teachers-Nigeria	33.41
Exp. Int. Living-Jamaica	33.27
Columbia Soc. Wk.-Colombia	33.25
Calif. St. Col.,L.A.-Colombia	33.07
U. of Oklahoma-Bolivia	32.64
Roberts Col.-Turkey	32.51
U. of Denver-Ecuador	32.45
Utah State-Iran	32.26
Georgetown U.-Colombia	32.22
N. Mexico U.-Brazil	32.11
Georgetown U.-Chile	32.00
Portland St. Col.-Iran	31.97
N. Illinois U.-Malaysia	31.87
N. Mexico U.-Chile	31.83
Washington U.-Bolivia	31.80
U. of California-India	31.62
U. of Nebraska-Colombia	31.38
St. Louis U.-Costa Rica	31.30
N. Central St.-Chile	31.10
Calif. St. Col.,L.A.-Chile	31.00
U. of Oklahoma-Peru	30.73
C. David Crozier-Dom. Rep.	30.54
U. of Wisconsin-Peru	30.32
U. of N. Carolina-Malawi	30.13
Howard U.-Gabon	30.09
U. of Indiana-Sierra Leone	30.08
U. of Oregon-Nepal	29.84
N. Mexico St.-Colombia	29.79
Kansas St. U.-Dom. Rep.	29.78
U. of California-Venezuela	29.70
U. of Arizona-Colombia	29.70
Rutgers U.-Jamaica	29.54
U. of Denver-Venezuela	29.50
Syracuse U.-Malawi (1963)	29.47
UCLA-Nigeria	29.20
N. Mexico U.-Colombia[b]	28.80
U. of Hawaii-Thailand	28.68
Ohio U.-Cameroon	28.67
N. Mexico U.-Colombia	27.95
E. Michigan U.-Somali	27.59
Oberlin-Fr. W. Africa	27.50
Oregon St. U.-India	26.92
U. of Utah-Morocco	26.38
U. of Wisconsin-India	26.27
Syracuse U.-Tanzania	25.42
S. Illinois U.-Tunisia	25.31
S. Illinois U.-Honduras	24.51

Low

Syracuse U.-Malawi (1964)	23.20

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

[b] 63-07-09.

[c] 63-09-10.

Factor 6--Impulse Control $\bar{X} = 27.29$ $\sigma = 3.00$[a]

$F = 12.01$ $p = .001$

High

U. of Maryland-Br. Honduras	32.97
Arizona St. U.-Brazil	32.52
N. Mexico U.-Venezuela	32.34
Brooklyn Col.-Colombia	32.00
Columbia Teachers-Nigeria	31.94
Exp. Int. Living-Jamaica	31.42
Georgetown U.-Chile	31.35
N. Illinois U.-Malaysia	31.29
U. of Texas-Morocco	31.06
Brandeis U.-Bolivia	31.02

Medium

Lincoln U.-Tanzania	30.84
N. Mexico St.-El Salvador	30.83
Georgetown-Colombia	30.30
U. of Denver-Ecuador	29.86
Ohio U.-Cameroon	29.67
U. of Hawaii-Thailand	29.26
Central St. U.-Nigeria	29.05
N. Mexico U.-Brazil	29.03
Calif. St.Col.,L.A.-Colombia	29.00
New York U.-Brazil	28.98
N. Mexico U.-Chile	28.93
U. of Oregon-Nepal	28.32
U. of Nebraska-Colombia	28.23
U. of Oklahoma-Peru	28.20
St. Louis U.-Costa Rica	28.12
Syracuse U.-Malawi (1963)	27.95
U. of Denver-Venezuela	27.92
Calif'St. Col.,L.A.-Chile	27.80
Notre Dame U.-Uruguay	27.64
S. Illinois U.-Tunisia	27.55
Utah St.-Iran	27.46
Marquette U.-Brazil	27.37
Portland St. Col.-Iran	27.28
Camp D. Crozier-Dom. Rep.	26.95
Washington U.-Bolivia	26.93
N. Mexico St.-Colombia	26.89
UCLA-Sierra Leone	26.81
U. of Oklahoma-Bolivia	26.79
U. of N. Carolina-Malawi	26.76
U. of Wisconsin-Peru	26.63
Cornell U.-Lat. Am. Reg.	26.58
Columbia Soc. Wk.-Colombia	26.25
N. Mexico U.-Colombia[b]	25.59
N. Mexico U.-Colombia[c]	25.20
Howard U.-Gabon	24.95
Syracuse U.-Malawi (1964)	24.85
UCLA-Ethiopia	24.75
N. Central St.-Chile	24.61
U. of Arizona-Colombia	24.60
Oberlin-Fr. W. Africa	24.50
Syracuse U.-Tanzania	24.42
Rutgers U.-Jamaica	24.33
U. of California-Venezuela	24.20
U. of California-India	24.16
UCLA-Nigeria	24.12
S. Illinois U.-Honduras	23.88
U. of Wisconsin-India	23.40
Kansas St. U.-Dom. Rep.	23.34
E. Michigan U.-Somali	23.29
Oregon St. U.-India	23.12
Roberts Col.-Turkey	22.86
U. of Indiana-Sierra Leone	22.62

Low

U. of Utah-Morocco	18.55

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

[b] 63-07-09.

[c] 63-09-10.

APPENDIX VII

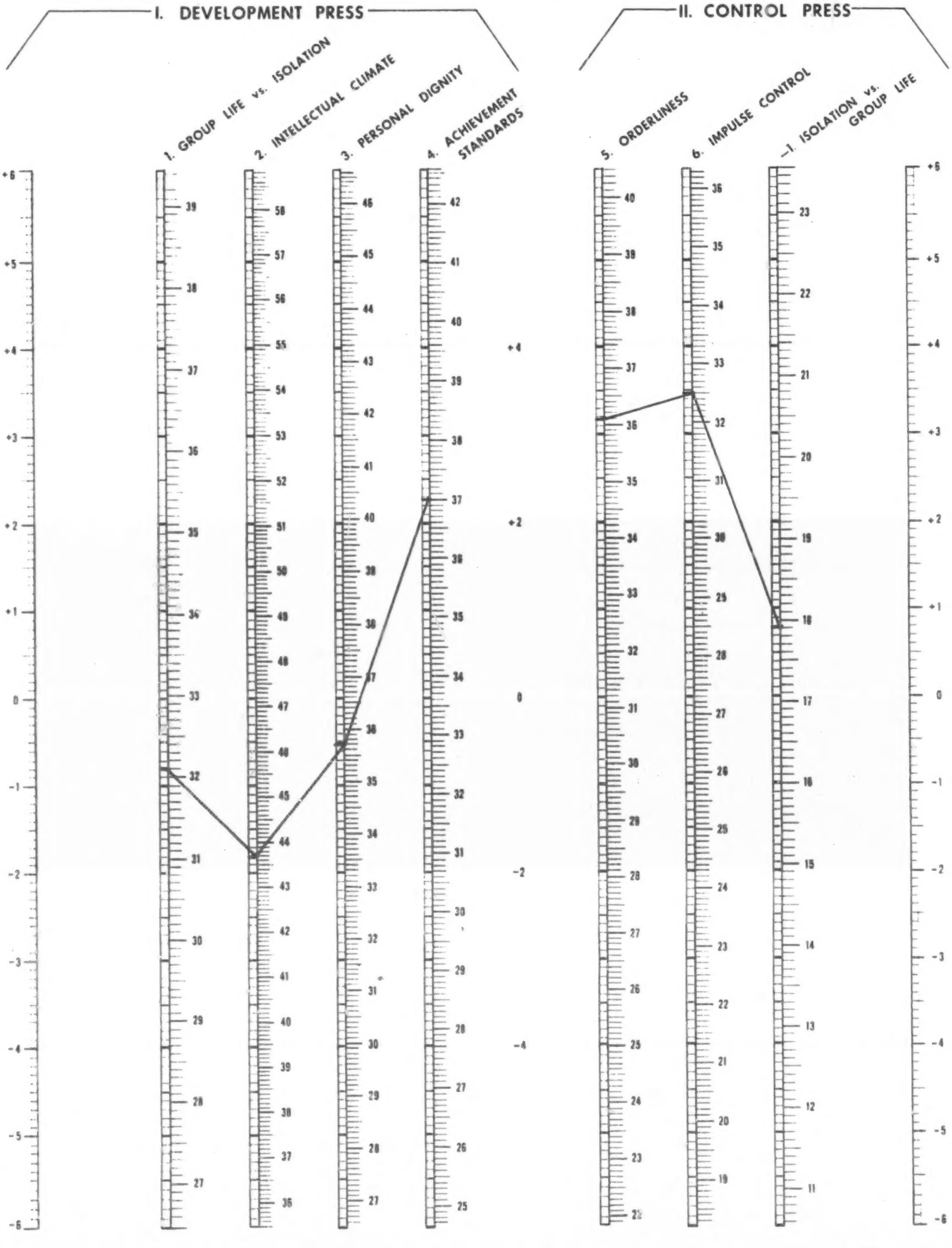
PEACE CORPS TRAINING UNIT FACTOR SCORE PROFILES--ORGANIZATIONAL CLIMATE INDEX

Arizona State-Brazil

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}$=0, σ=2)

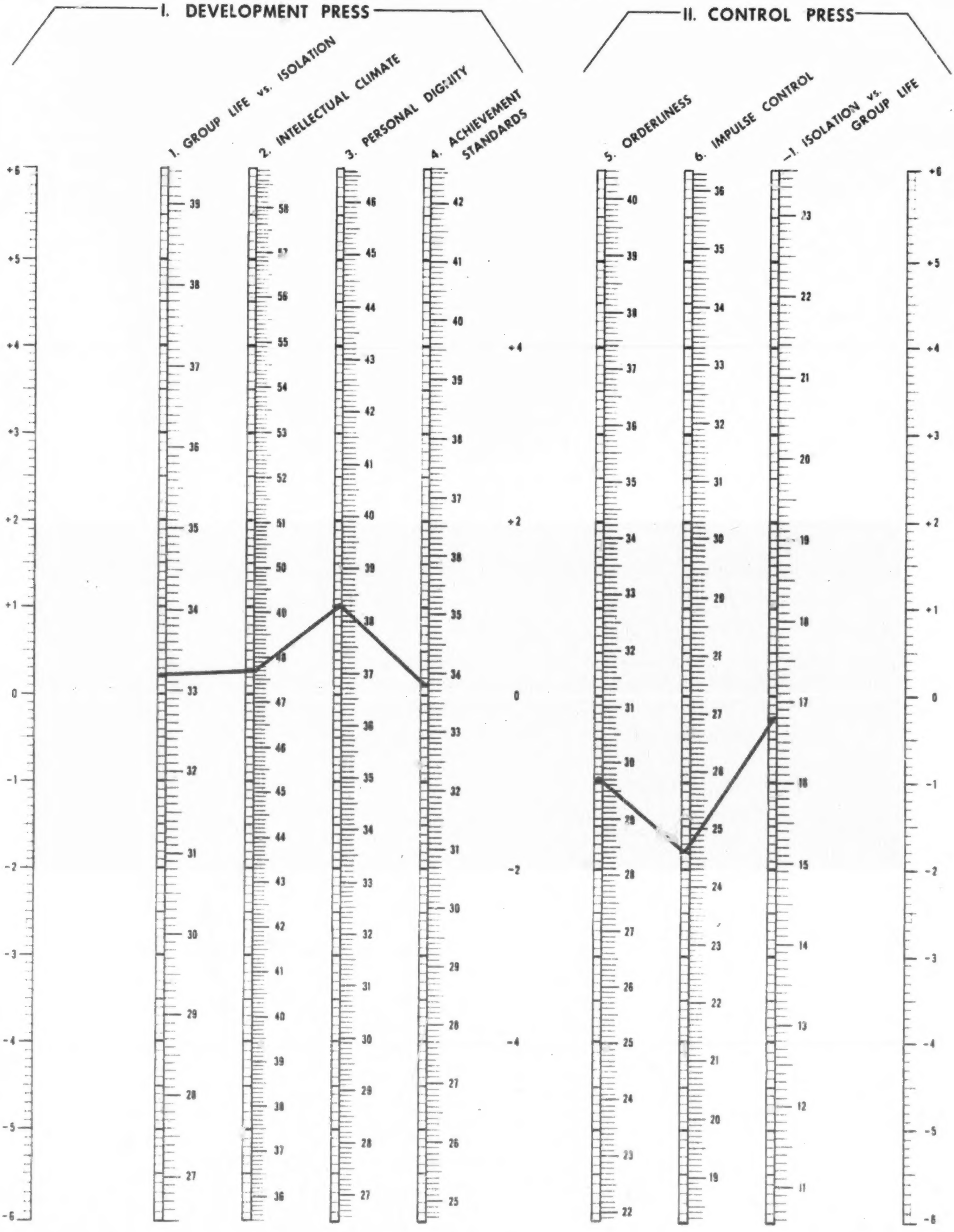


Arizona, U. of-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

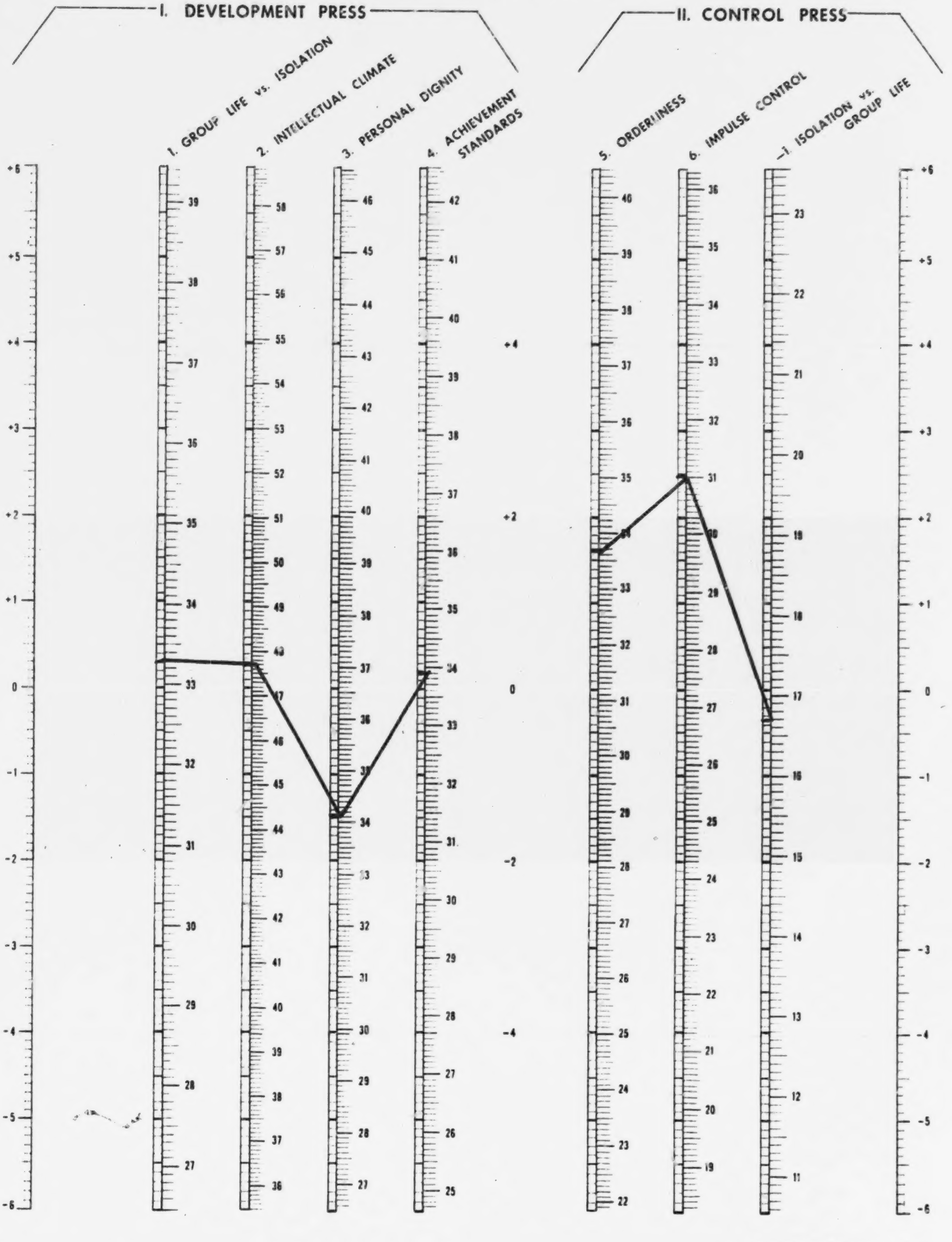


Brandeis U.-Bolivia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)



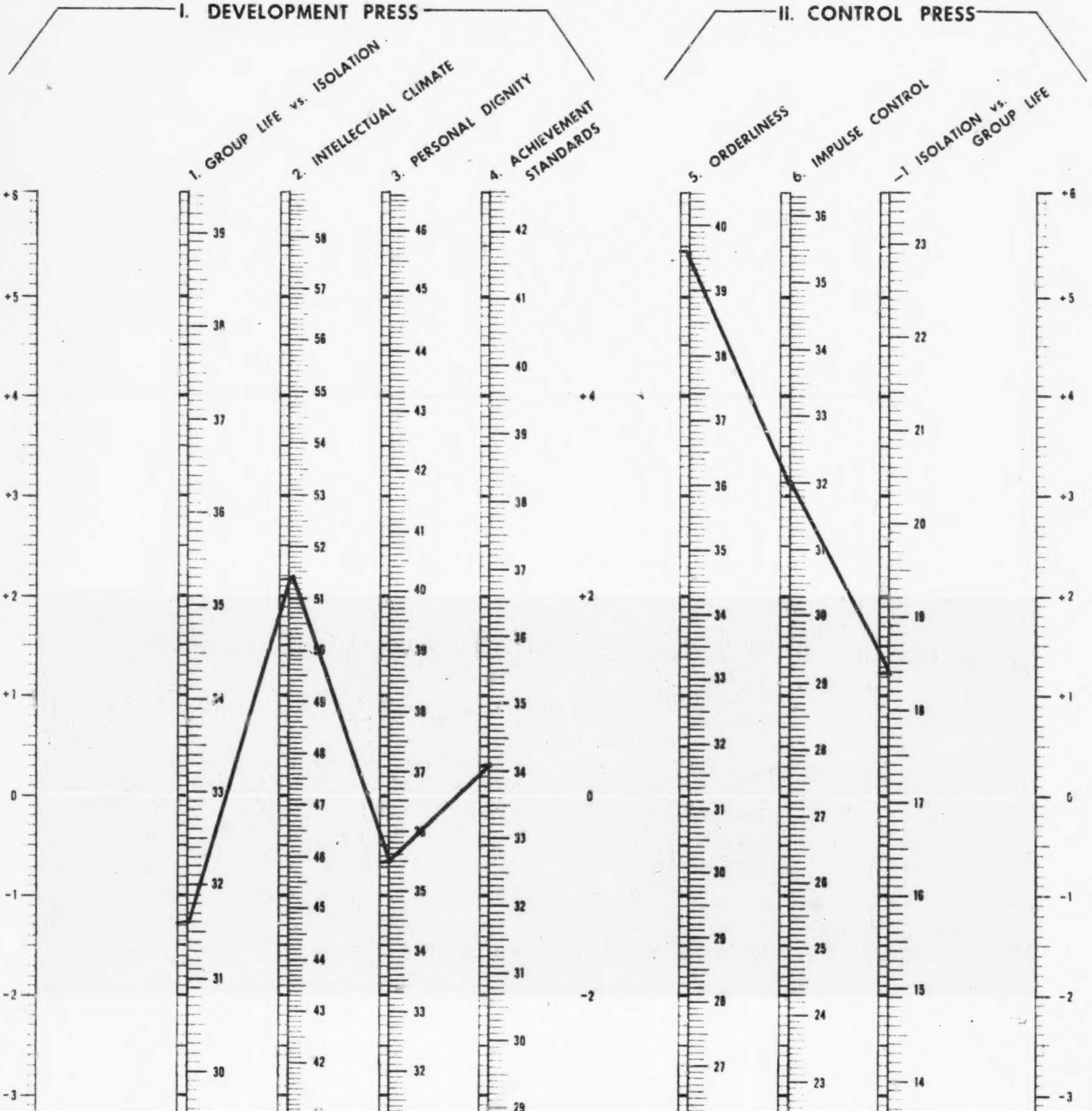
3

Brooklyn College-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

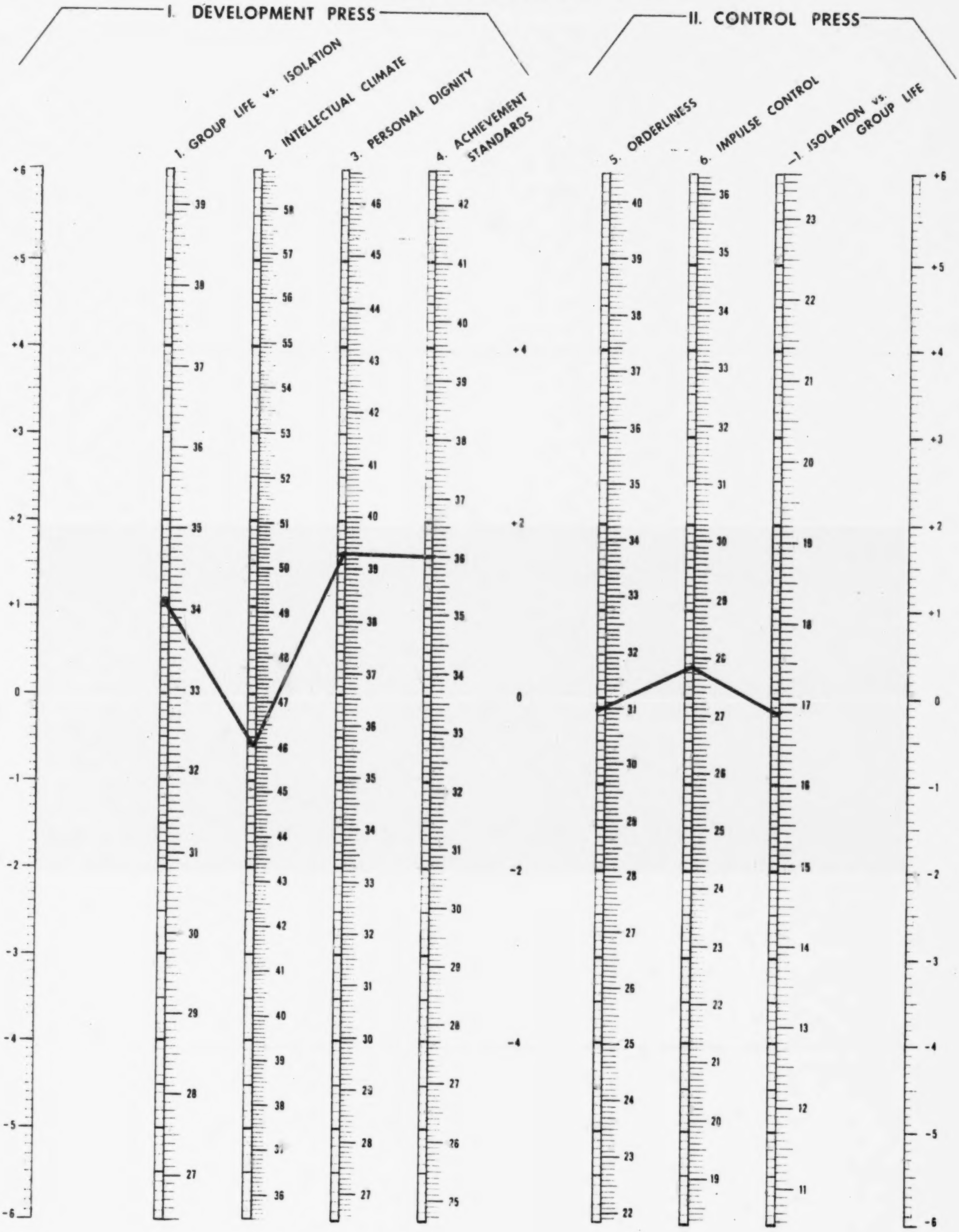


California State Col.-Chile

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

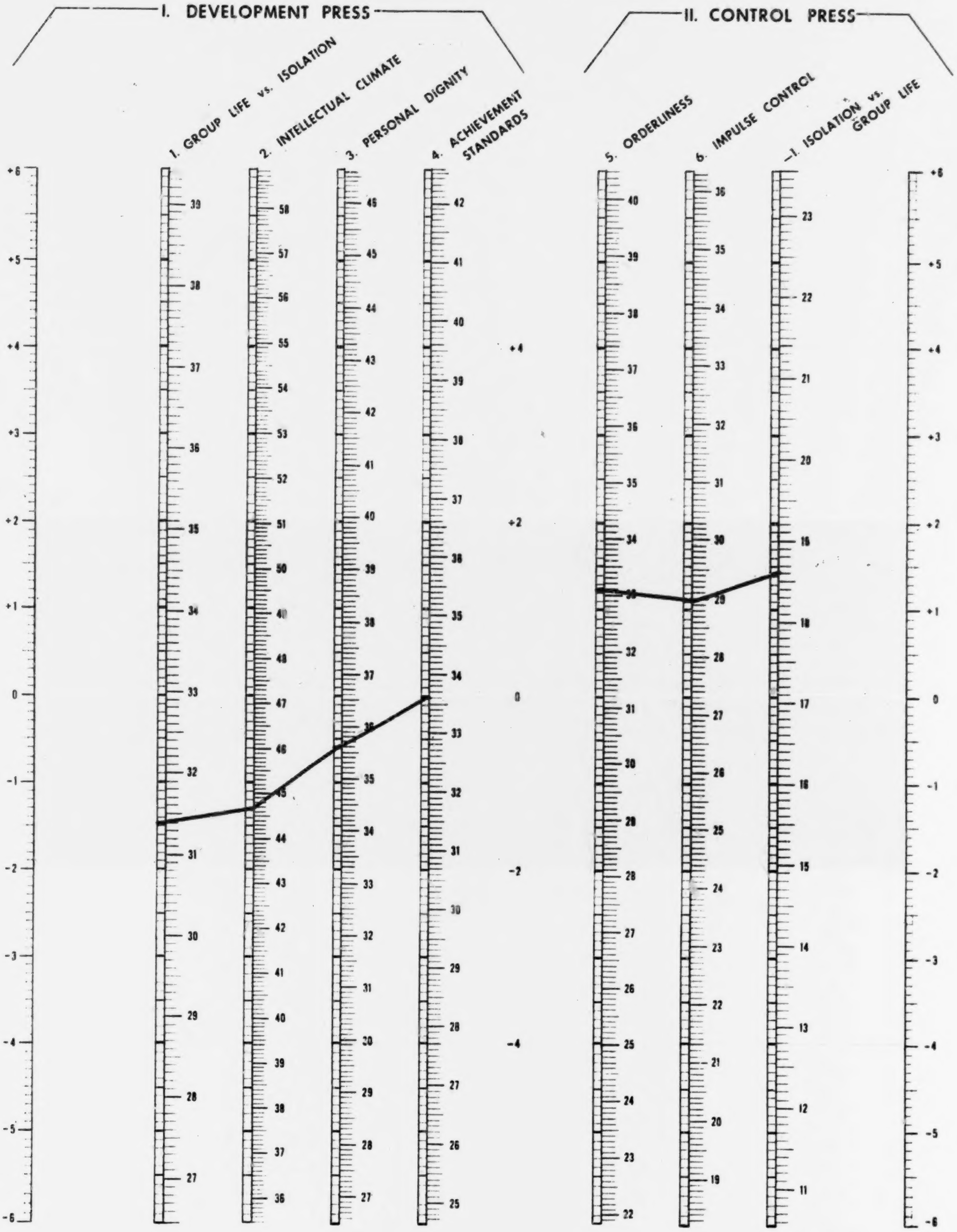


California State Col.-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

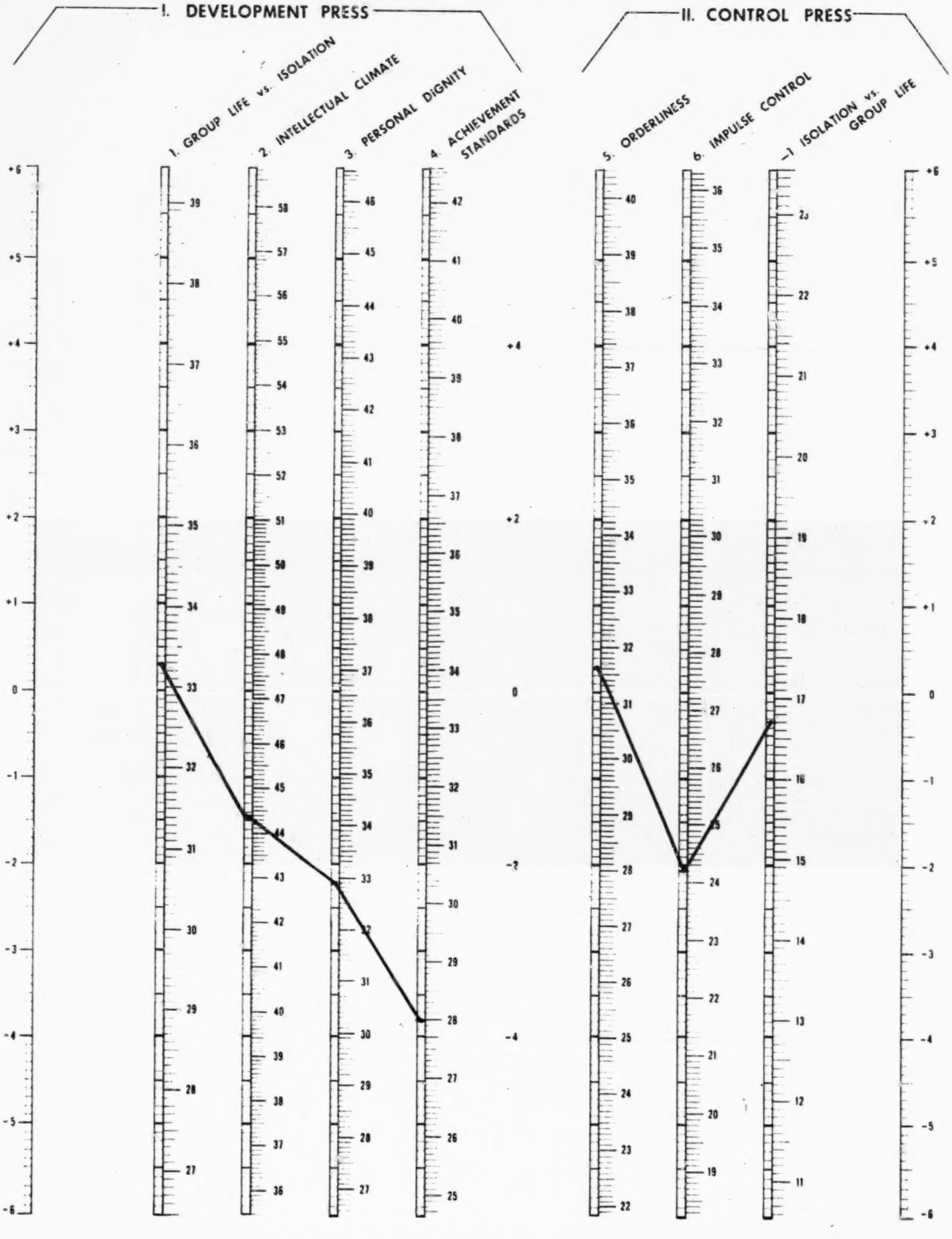


California U.-India

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN '63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

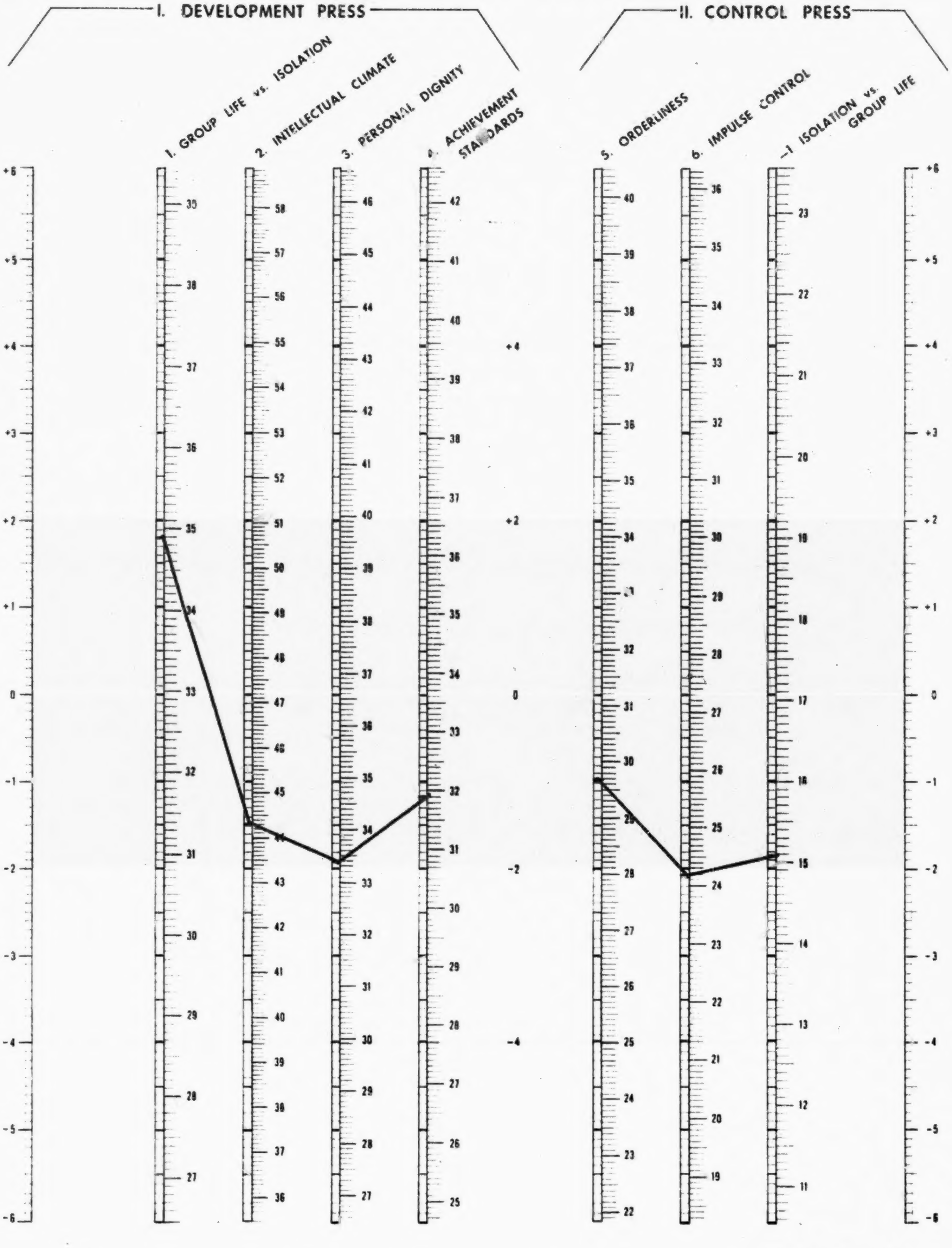


California U.-Venezuela

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

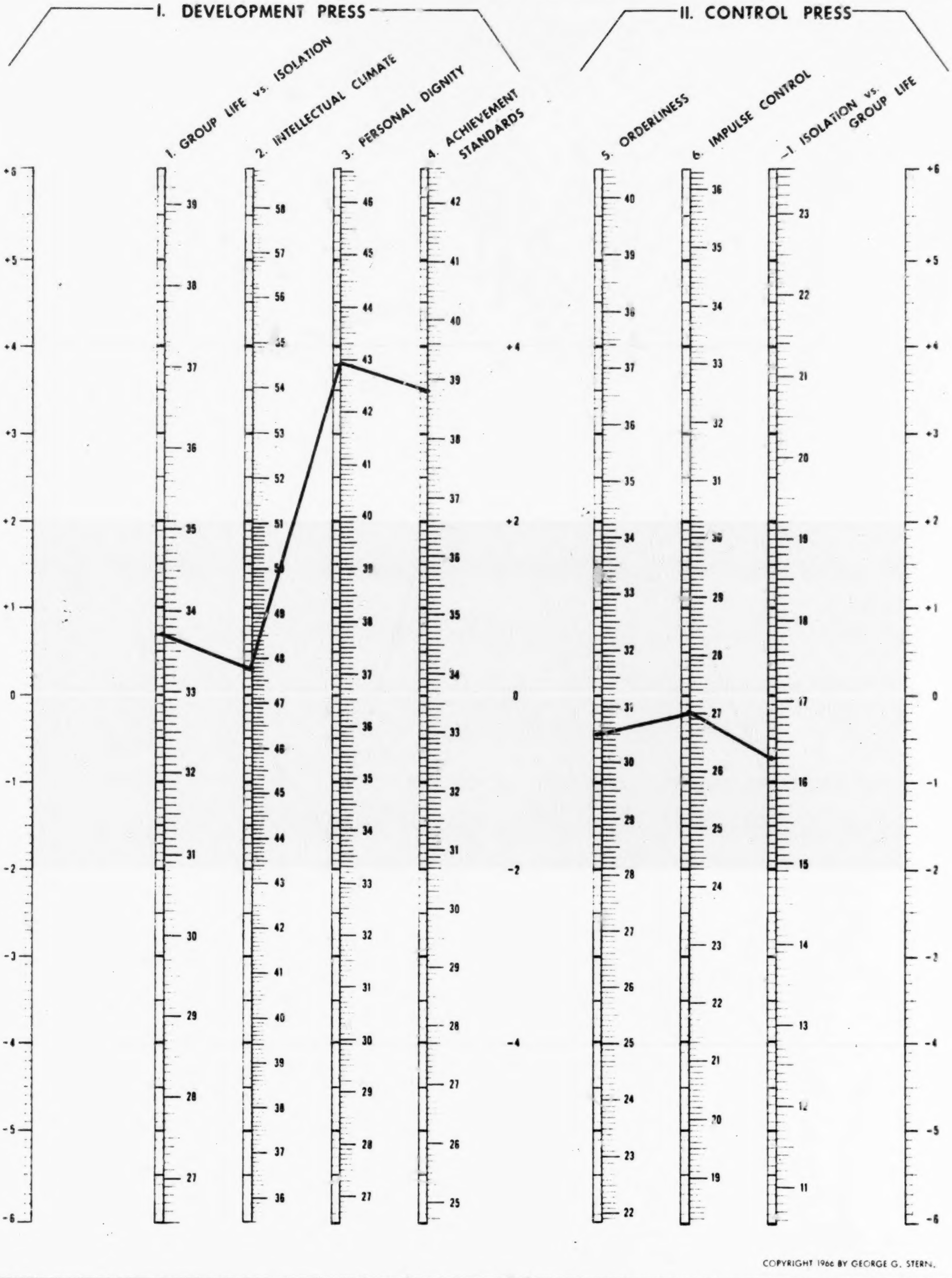


Camp D. Crozier-Dominican Republic

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

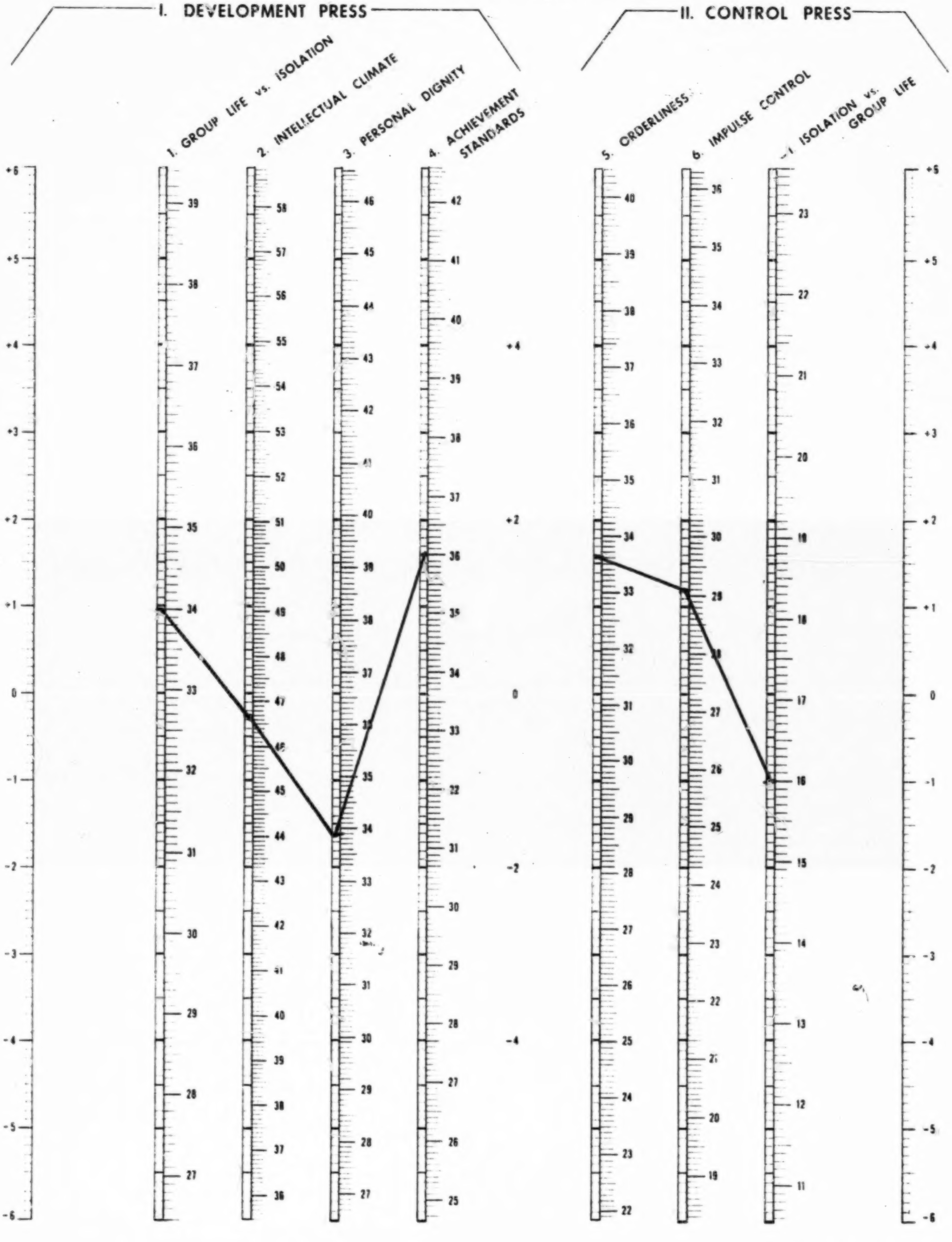


Central State U.-Nigeria

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0$, $\sigma=2$)

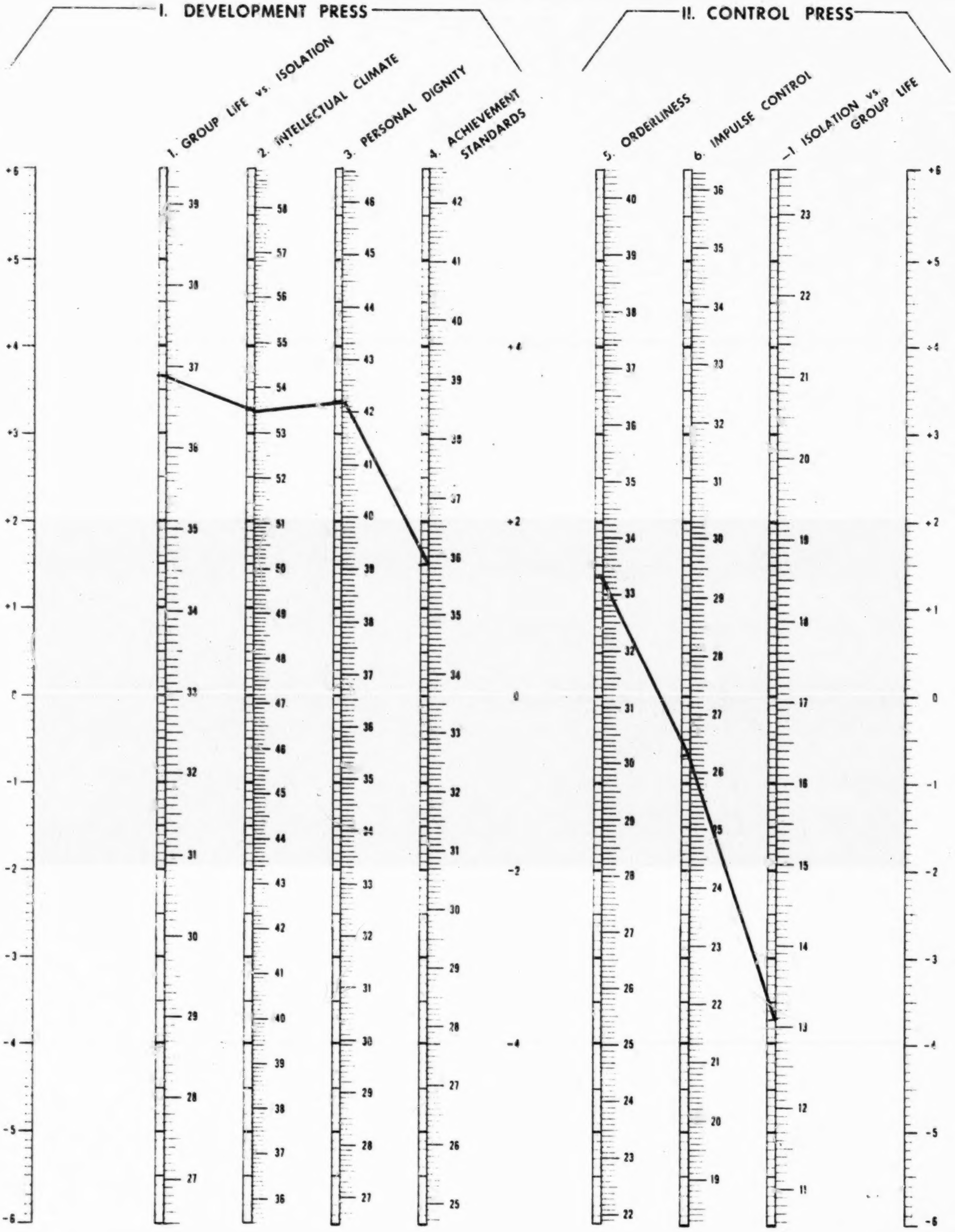


Columbia Soc. Wk.-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0$, $\sigma=2$)

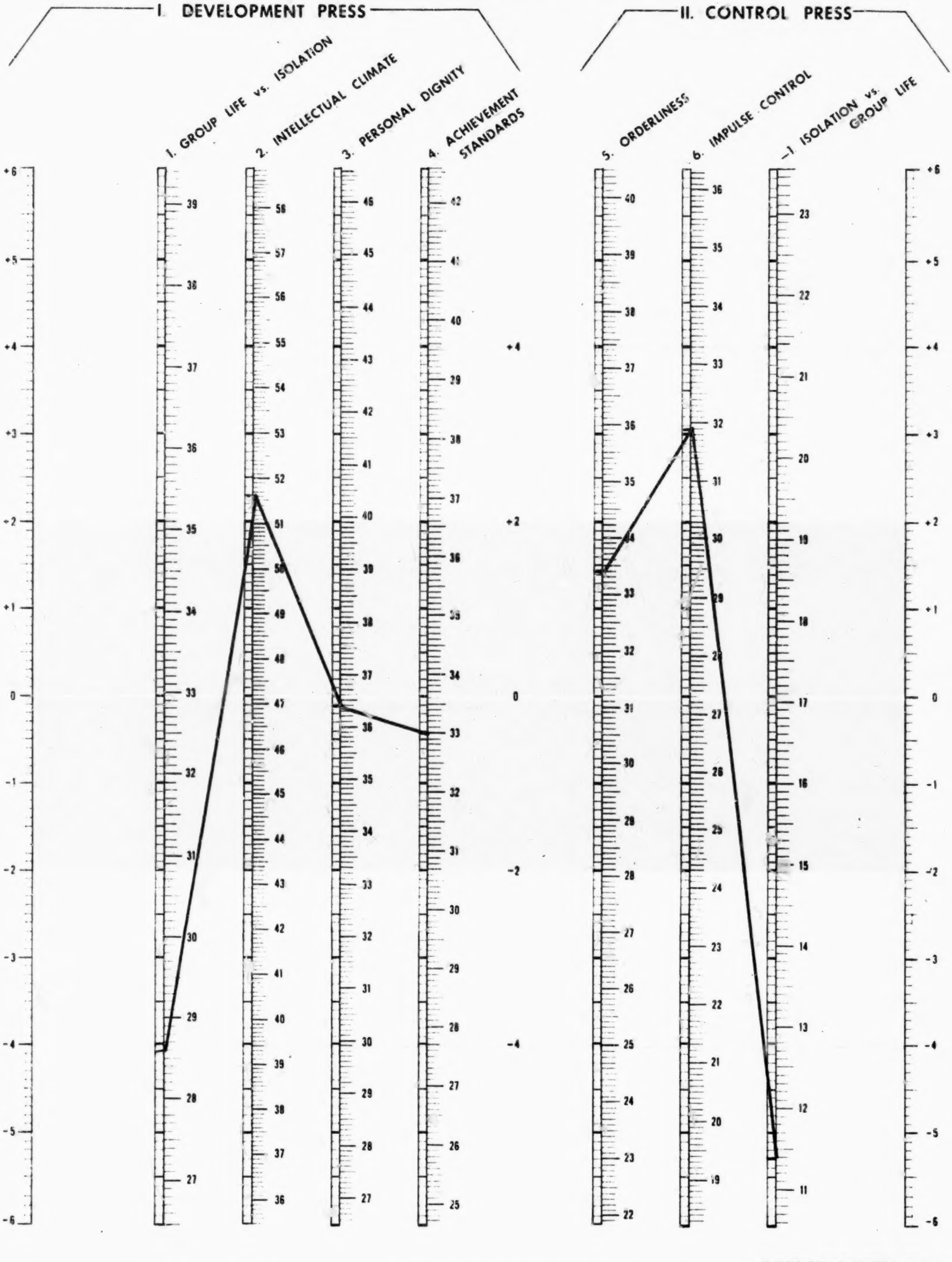


Columbia Tchrs. Col.-Nigeria

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

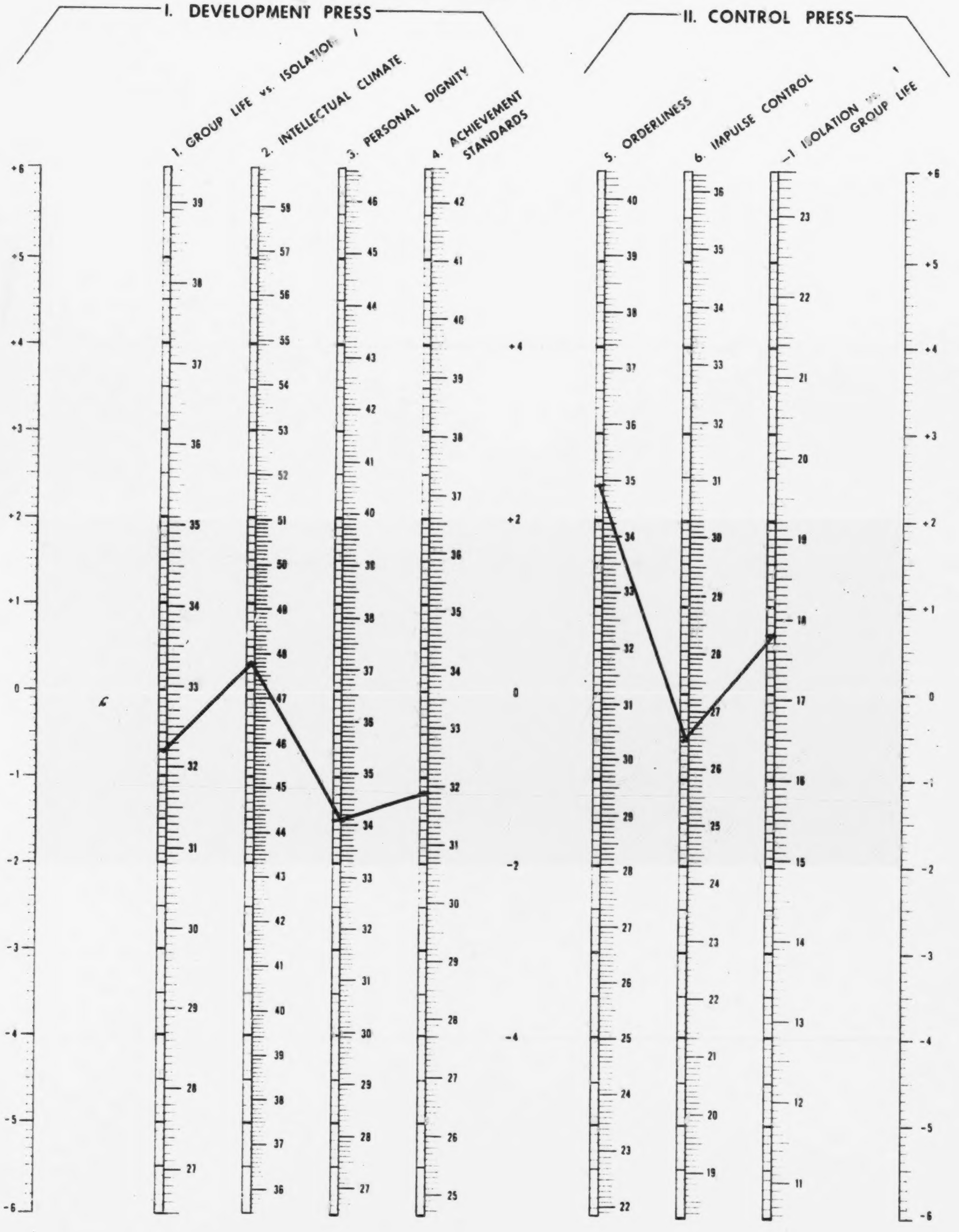


Cornell-Latin American Regional

GROUP FACTOR SCORE PROFILE — PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)

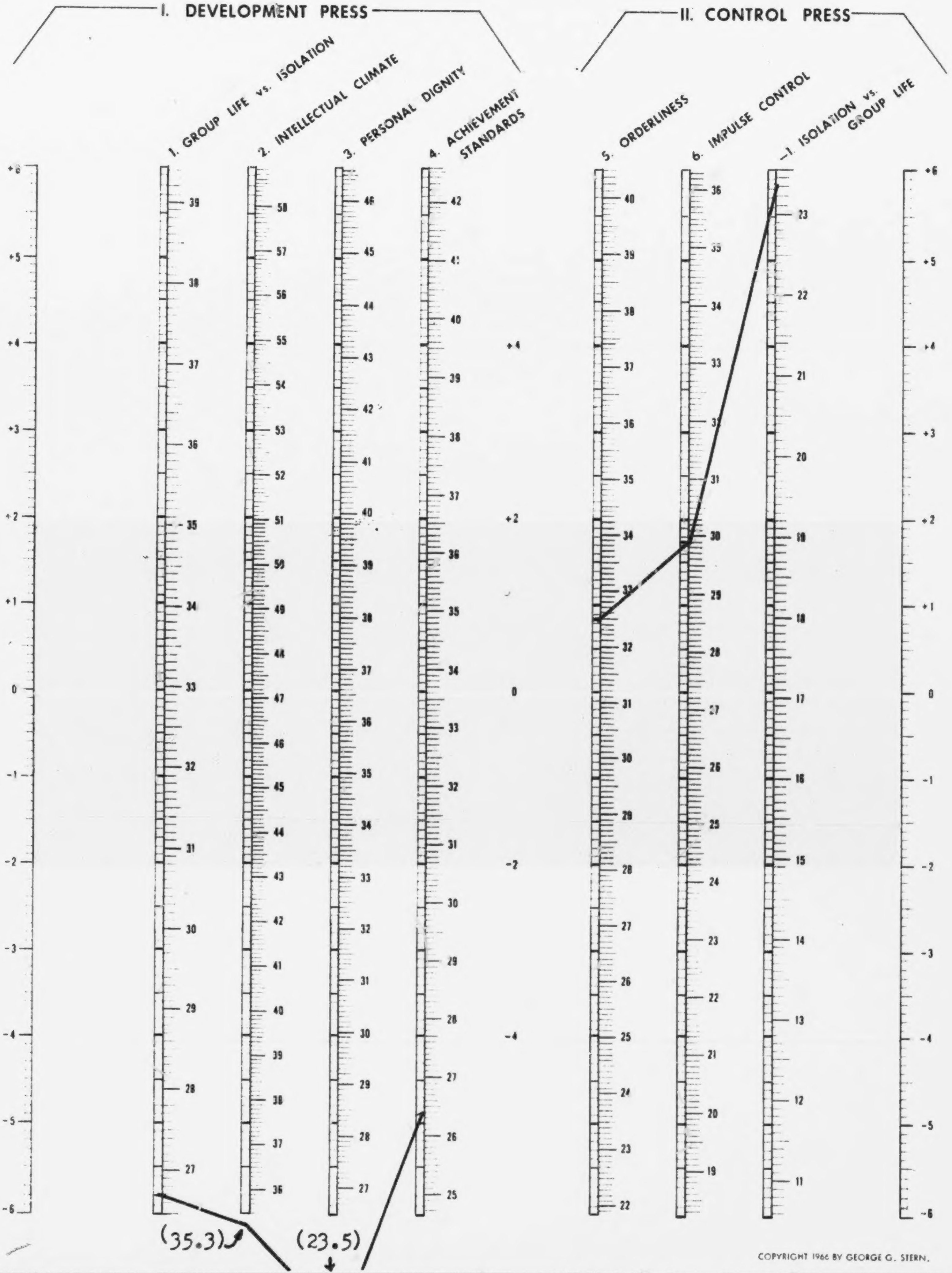


Denver, U. of-Ecuador

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0$, $\sigma=2$)



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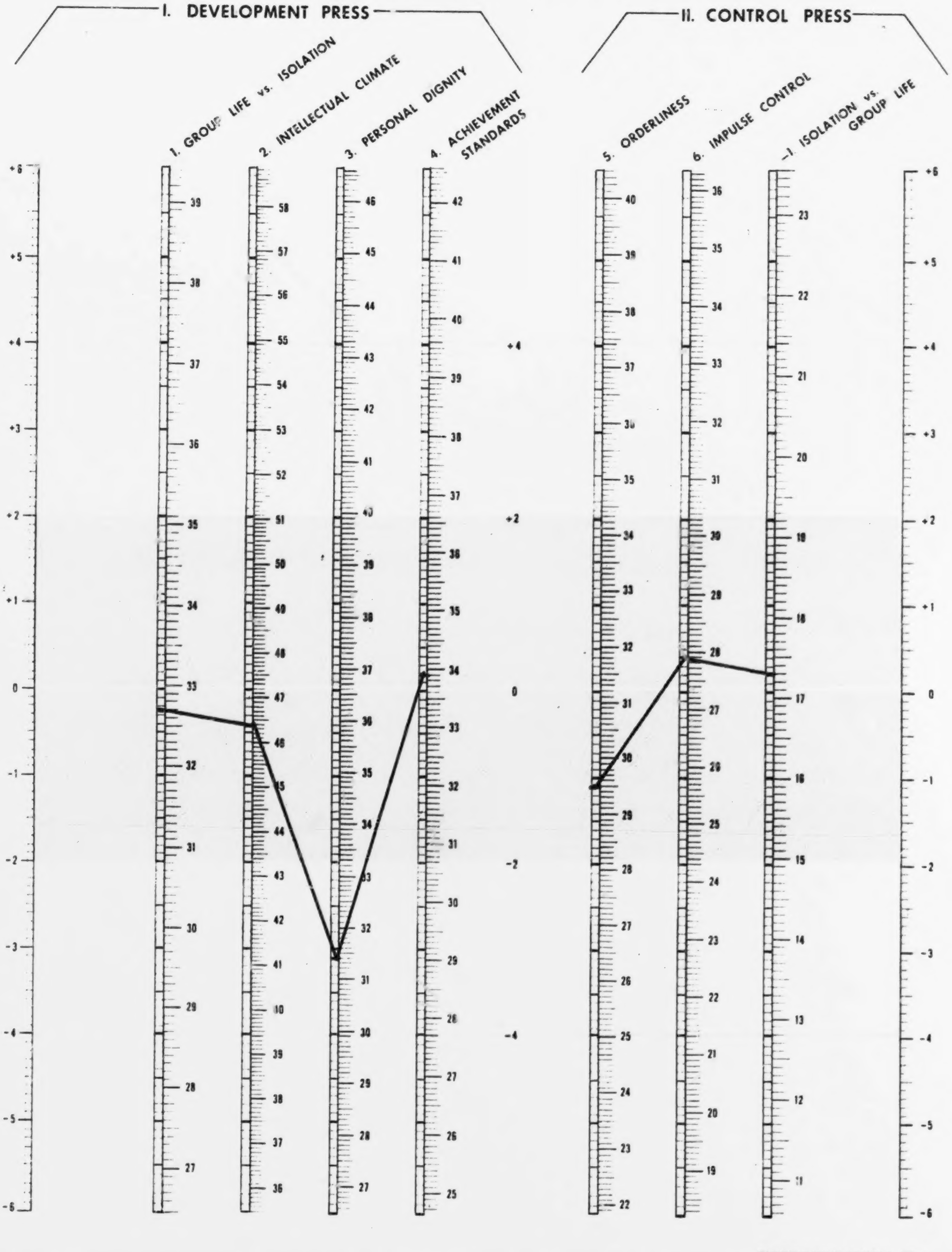
Denver,U. of-Venezuela

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0$, $\sigma=2$)

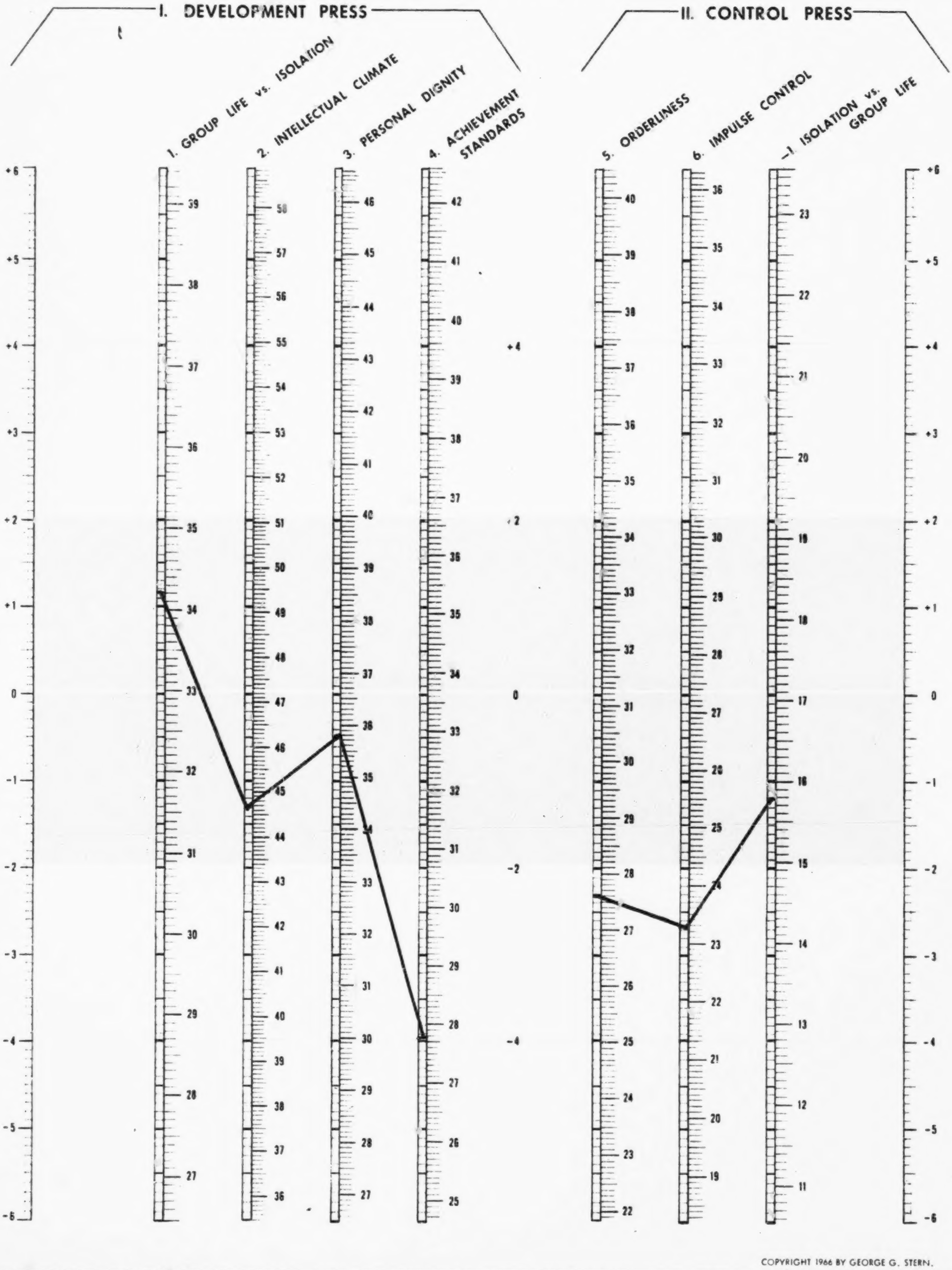


E. Michigan U.-Somali

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

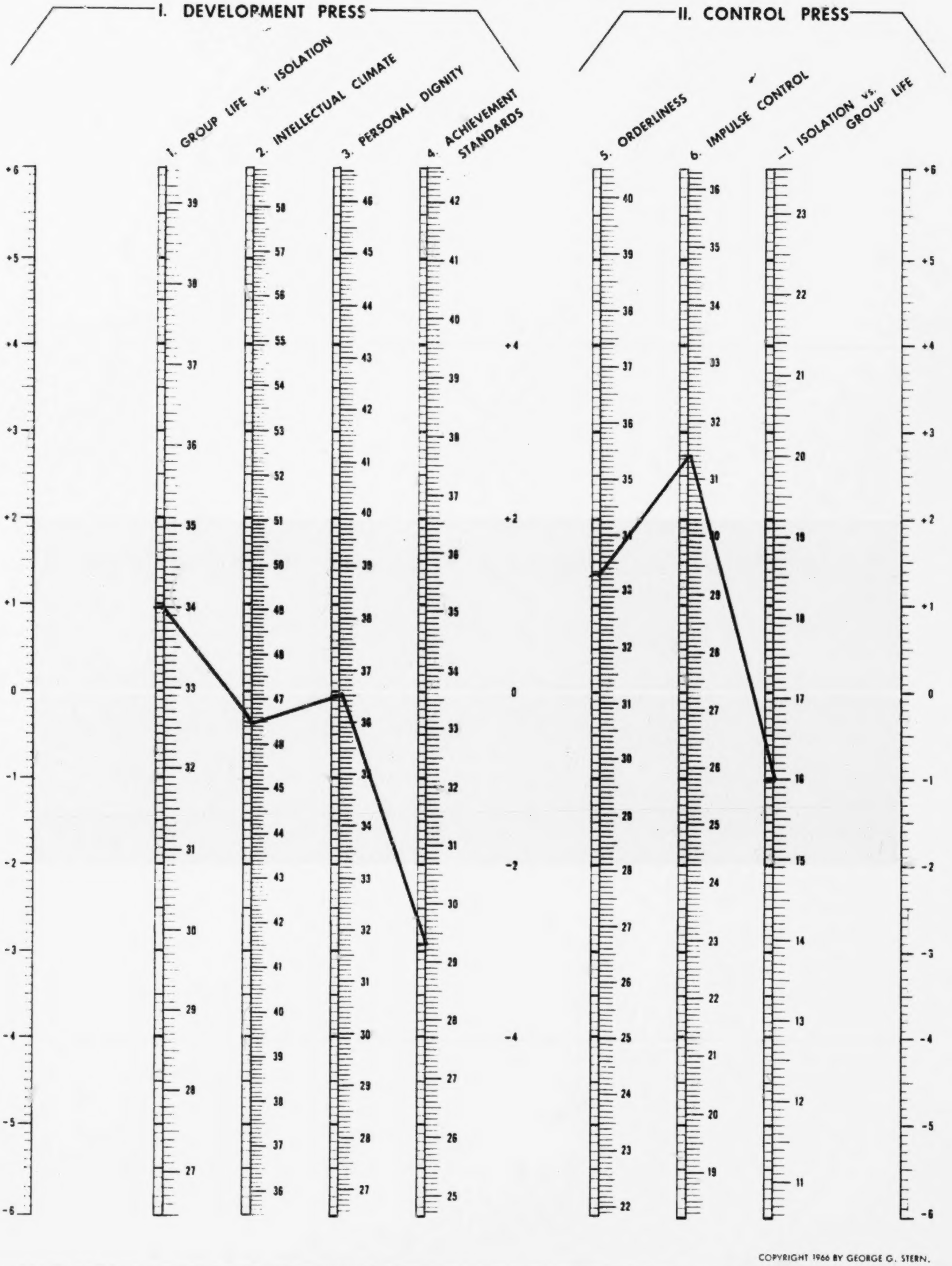


Experiment in International Living-
Jamaica

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

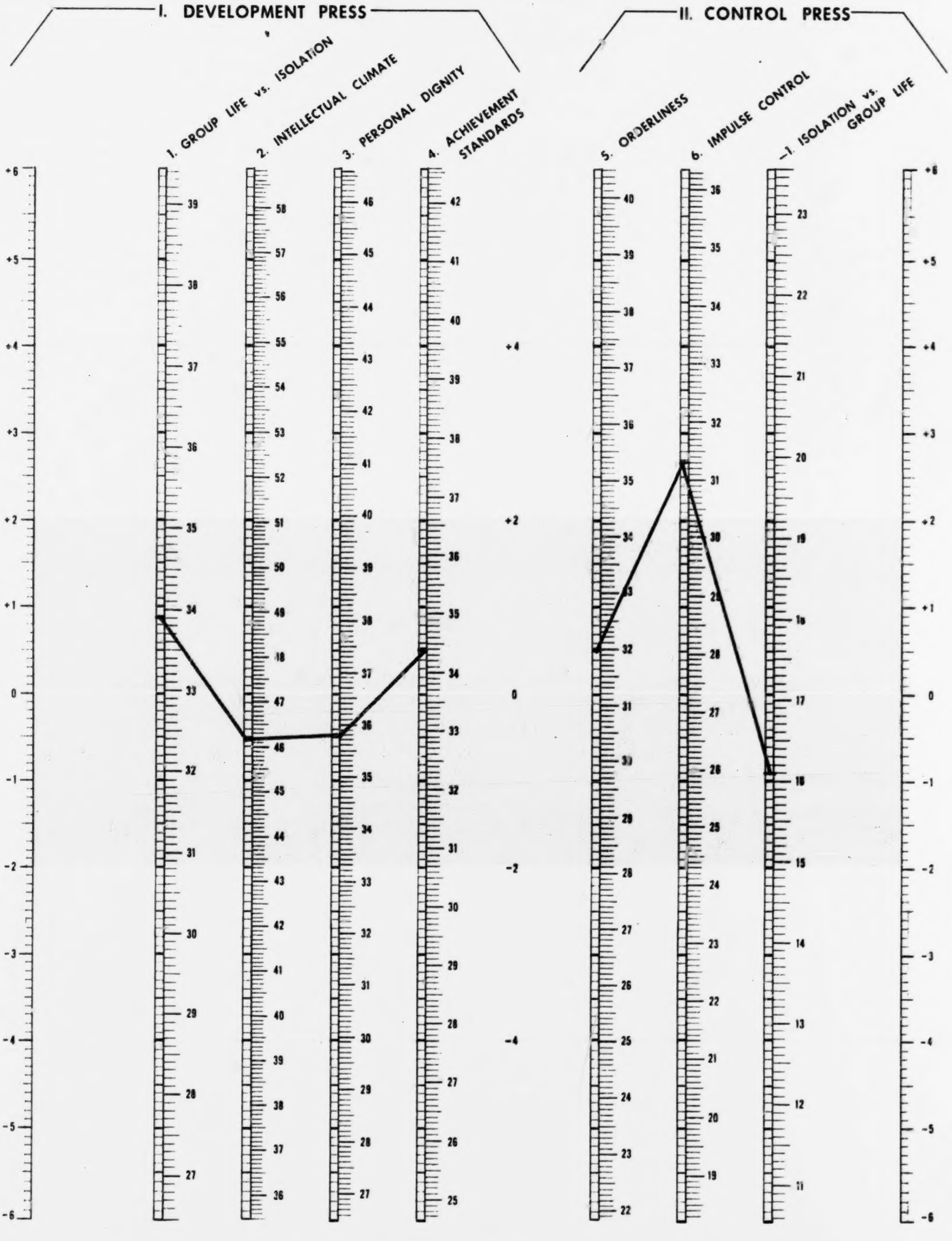


Georgetown U.-Chile

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)



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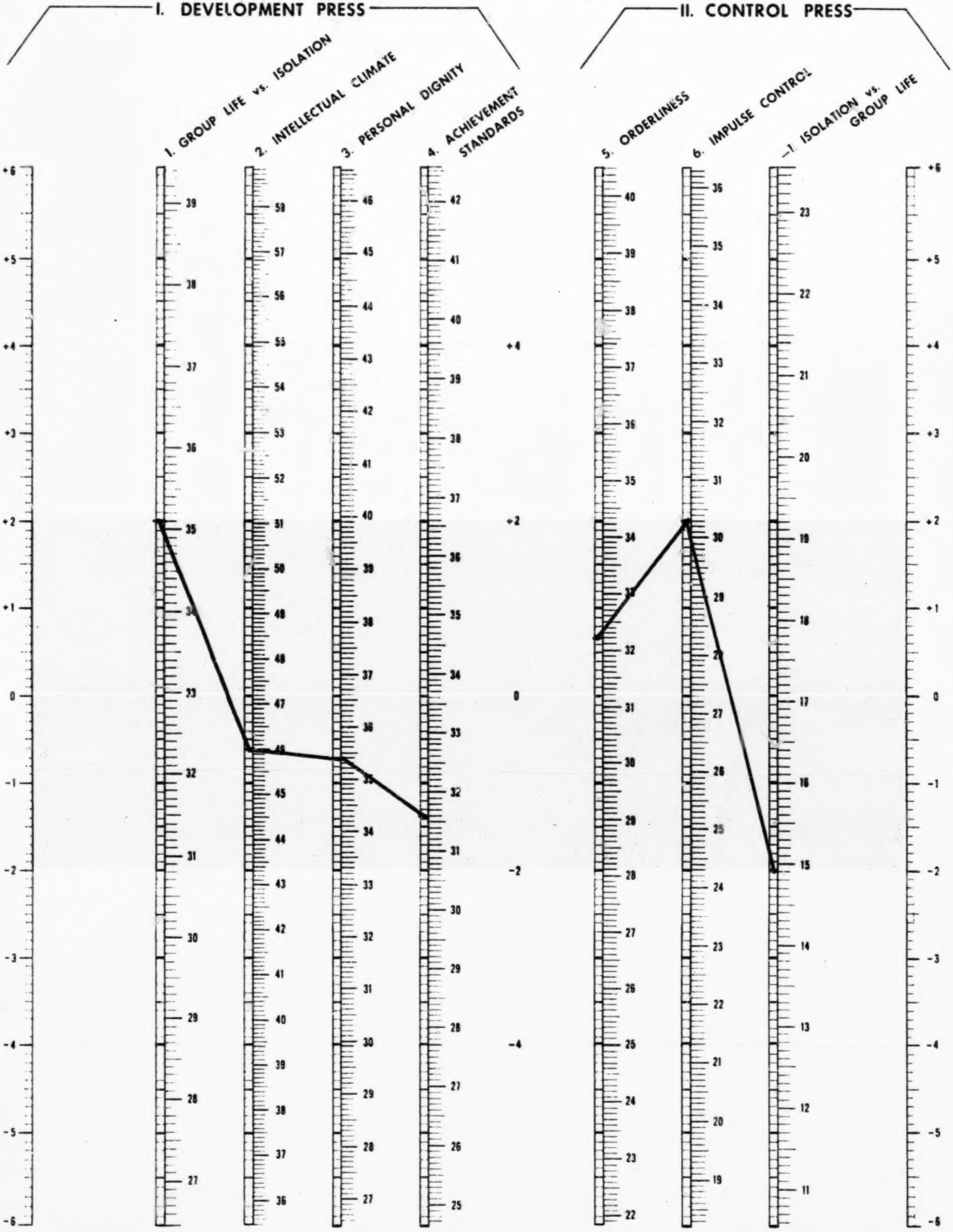
Georgetown U.-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

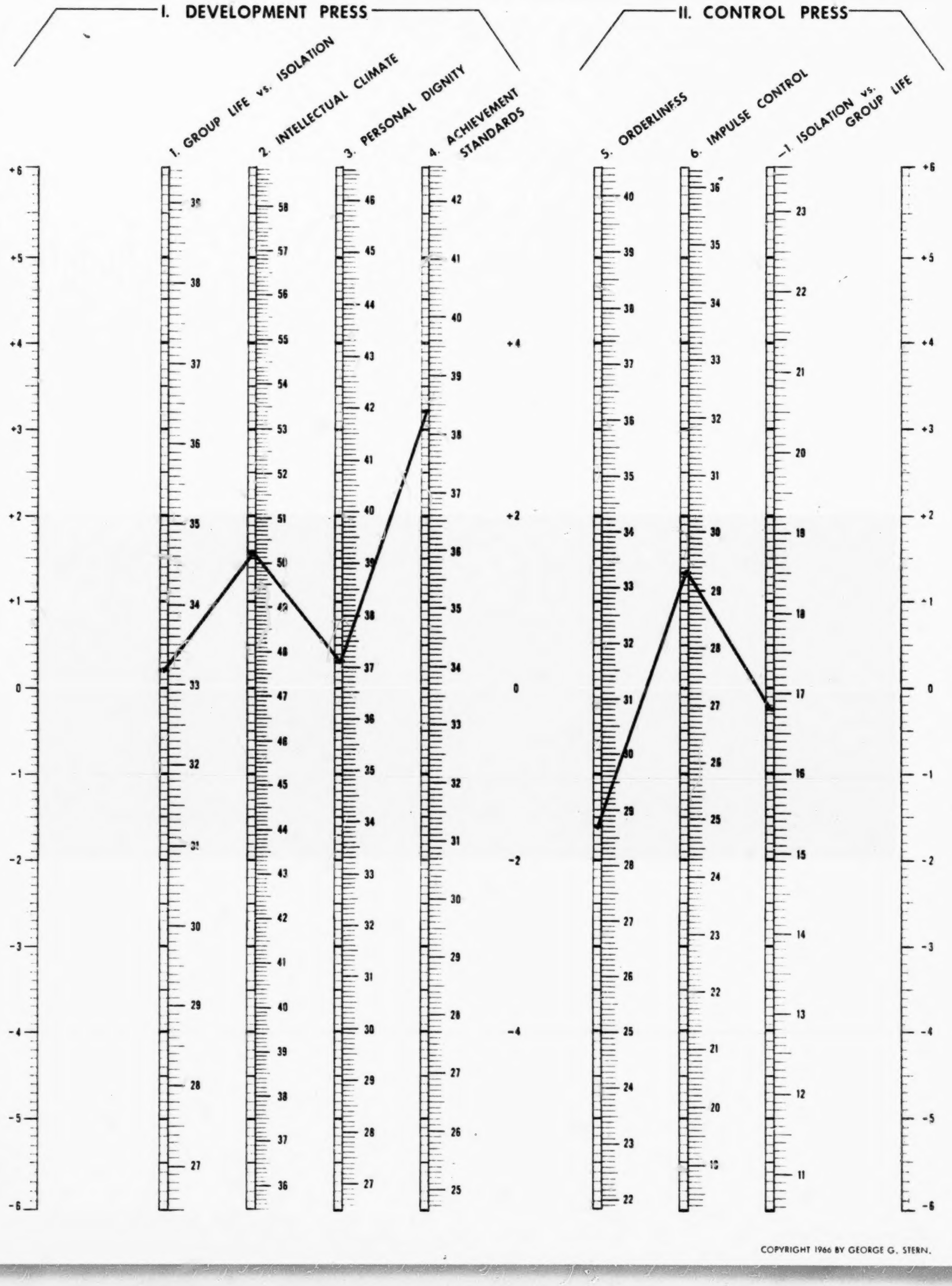


Hawaii, U. of-Thailand

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

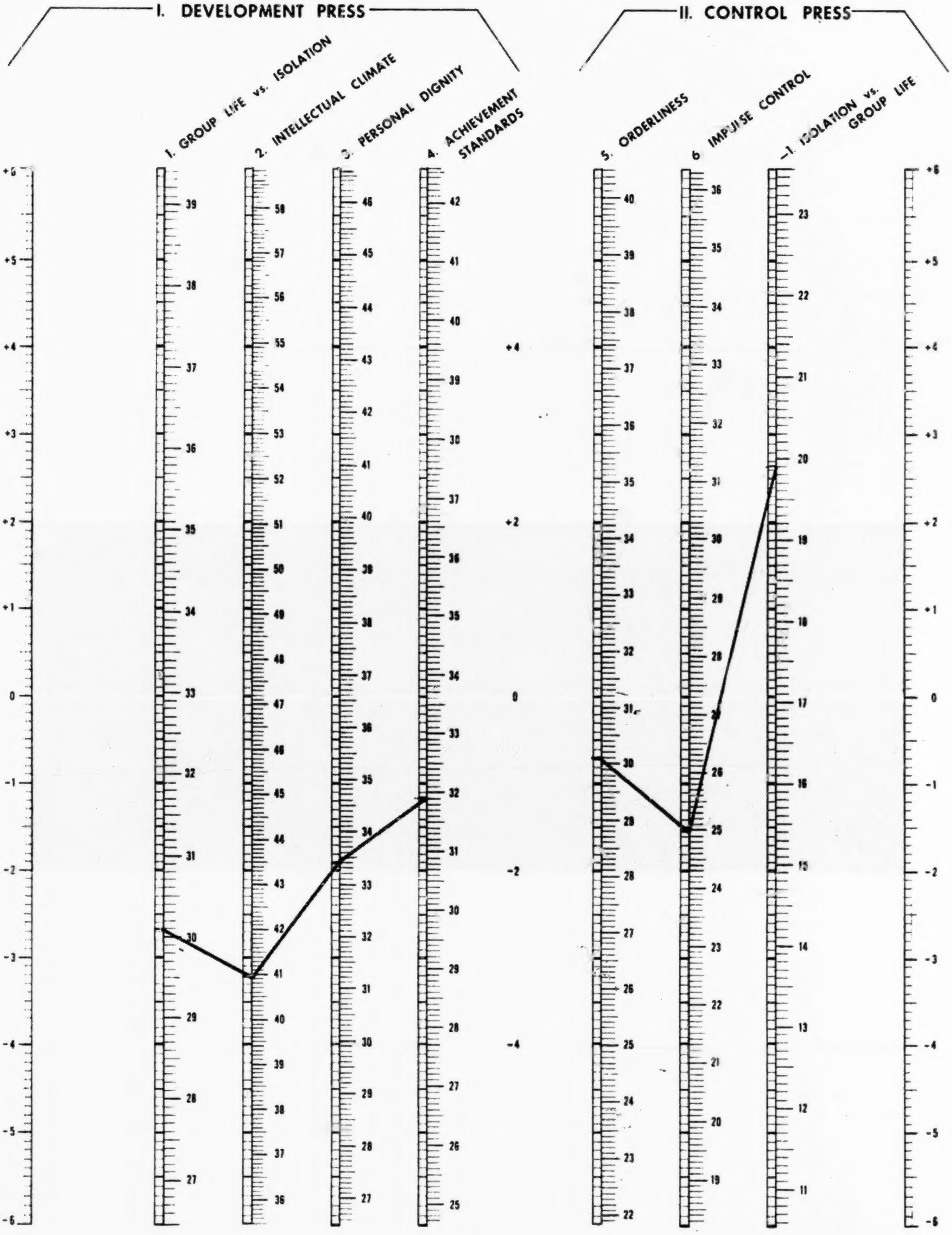


Howard-Gabon

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

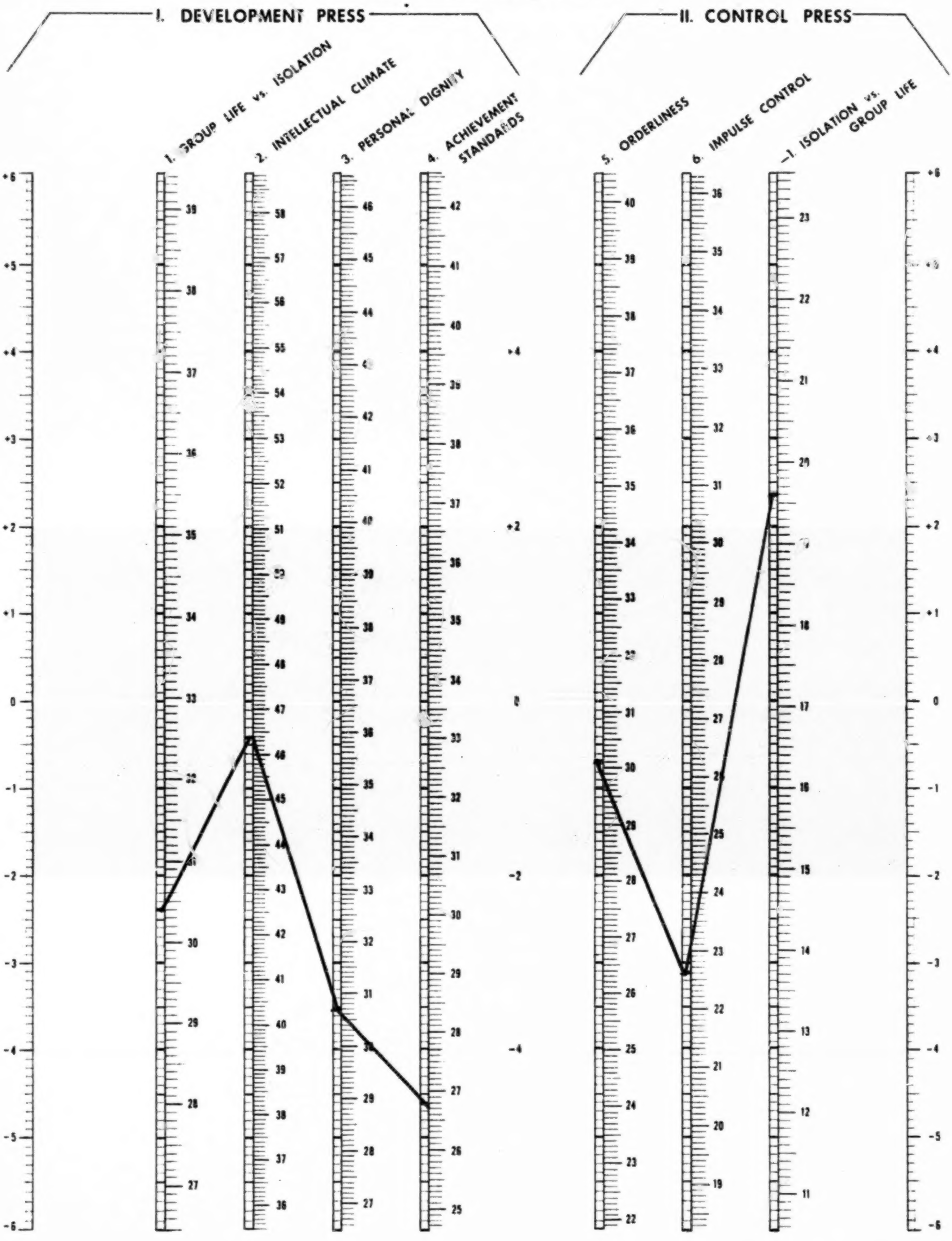


Indiana U.-Sierre Leone

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

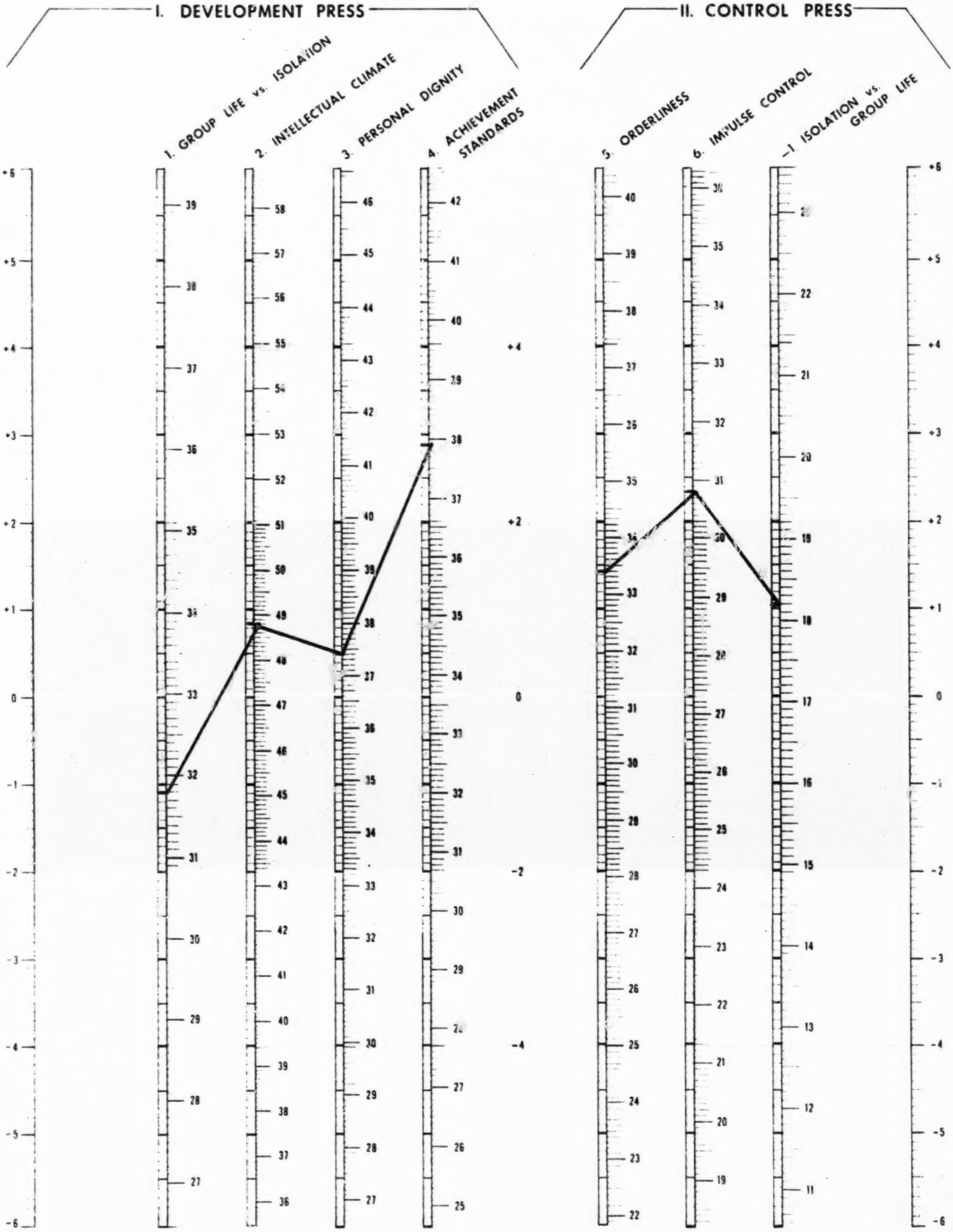


Lincoln U.-Tanzania

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0,\ \sigma=2$)

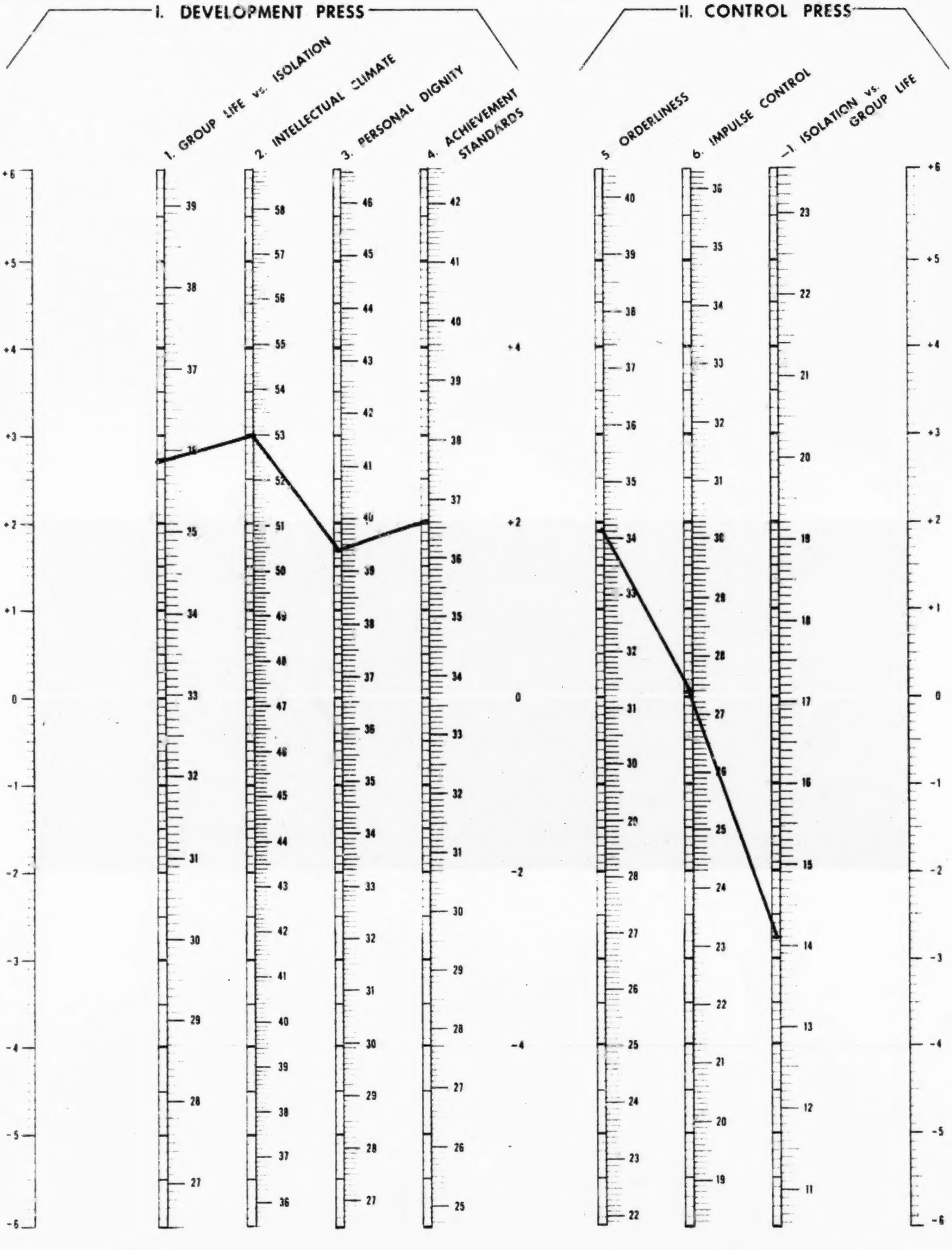


Marquette U.-Brazil

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

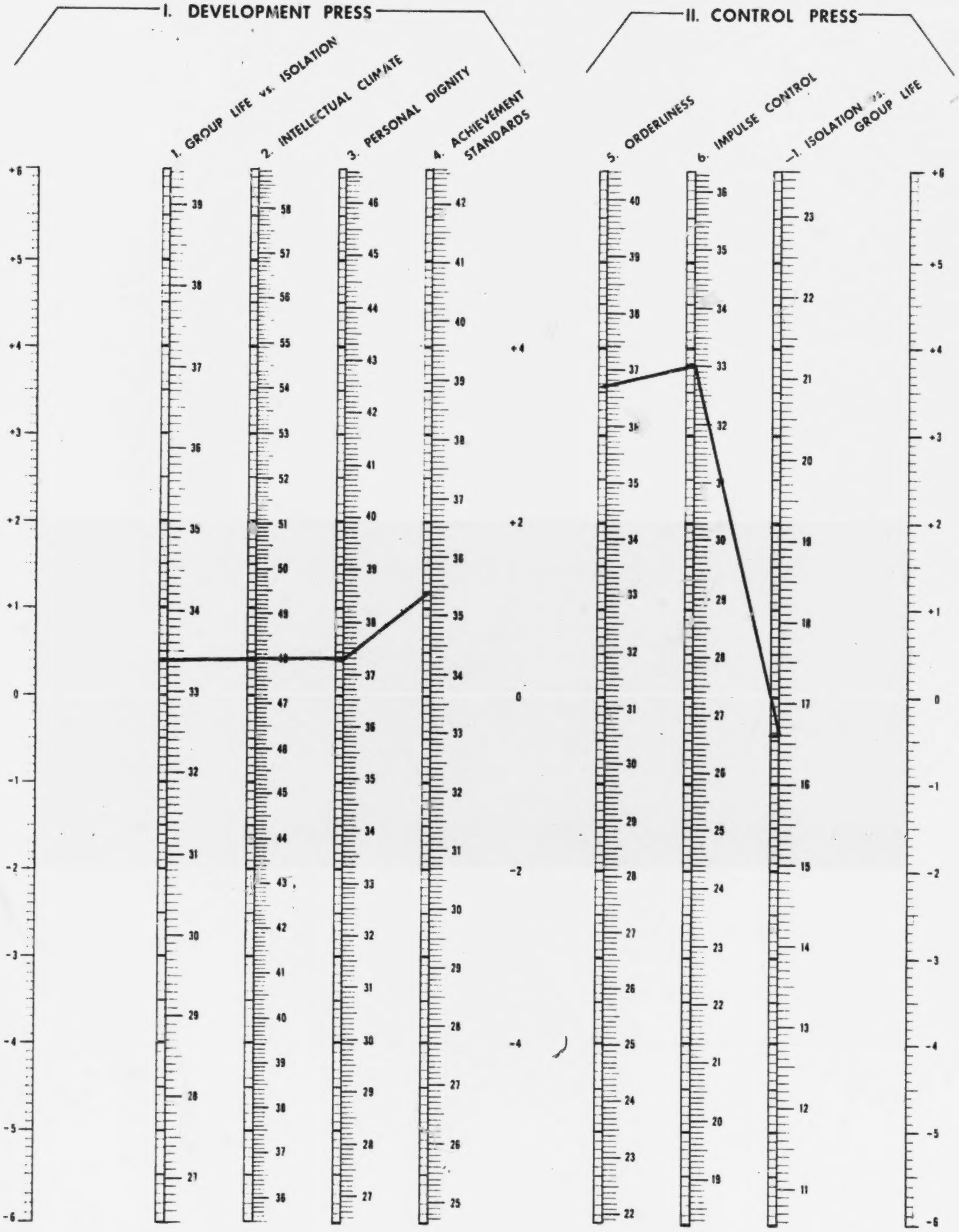


Maryland,U. of-British Honduras

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

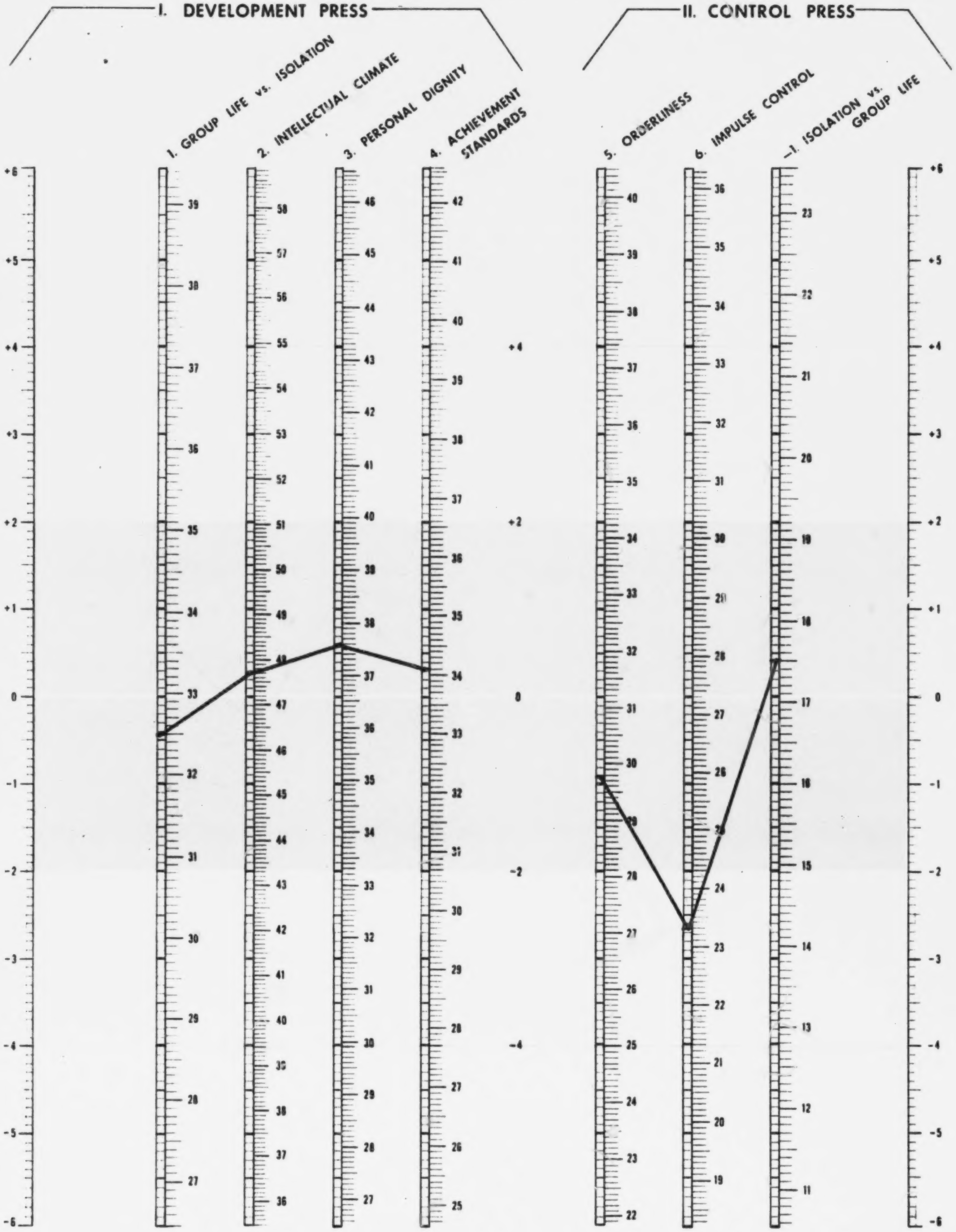


Missouri U.-Kansas City-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

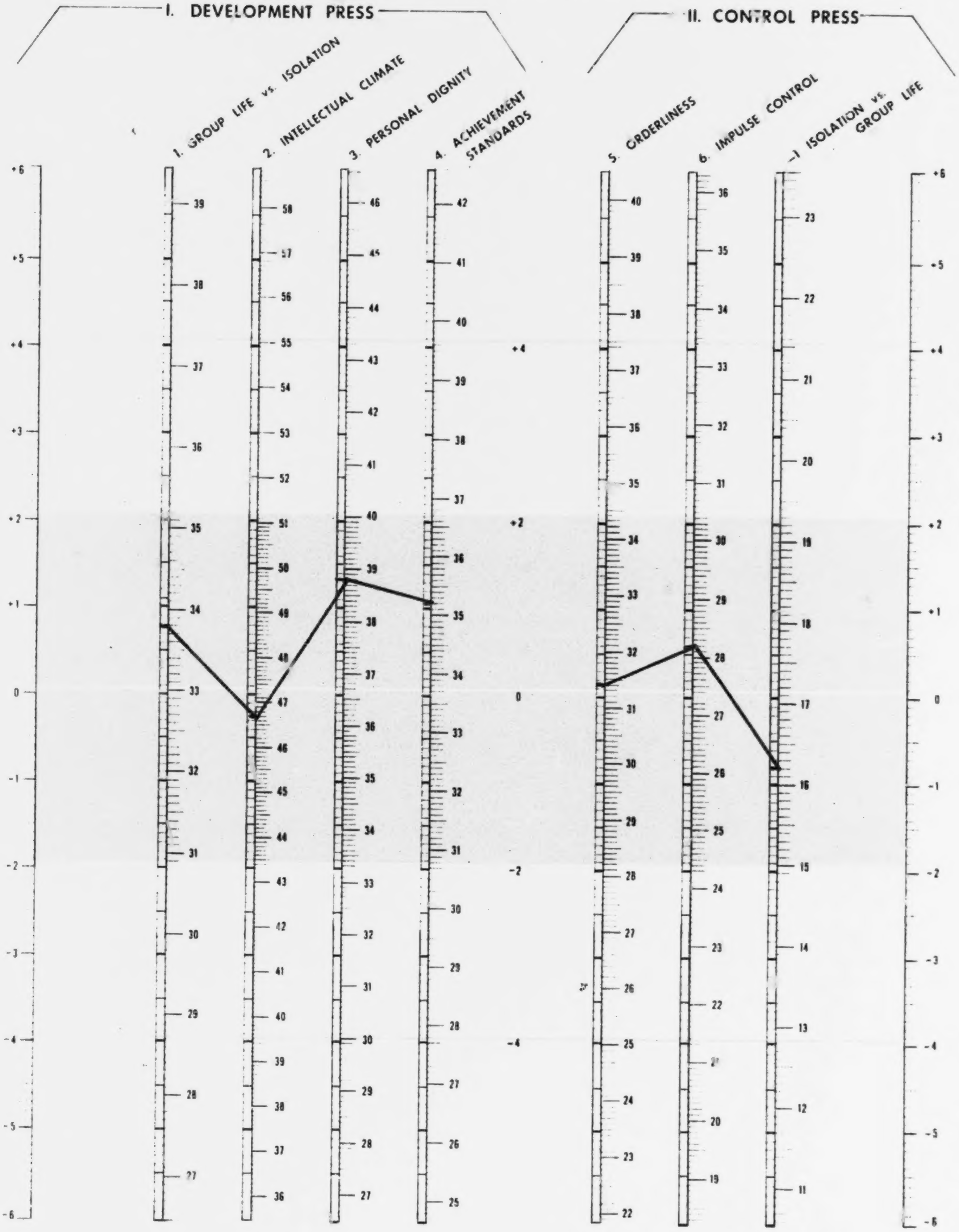


Nebraska, U. of-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

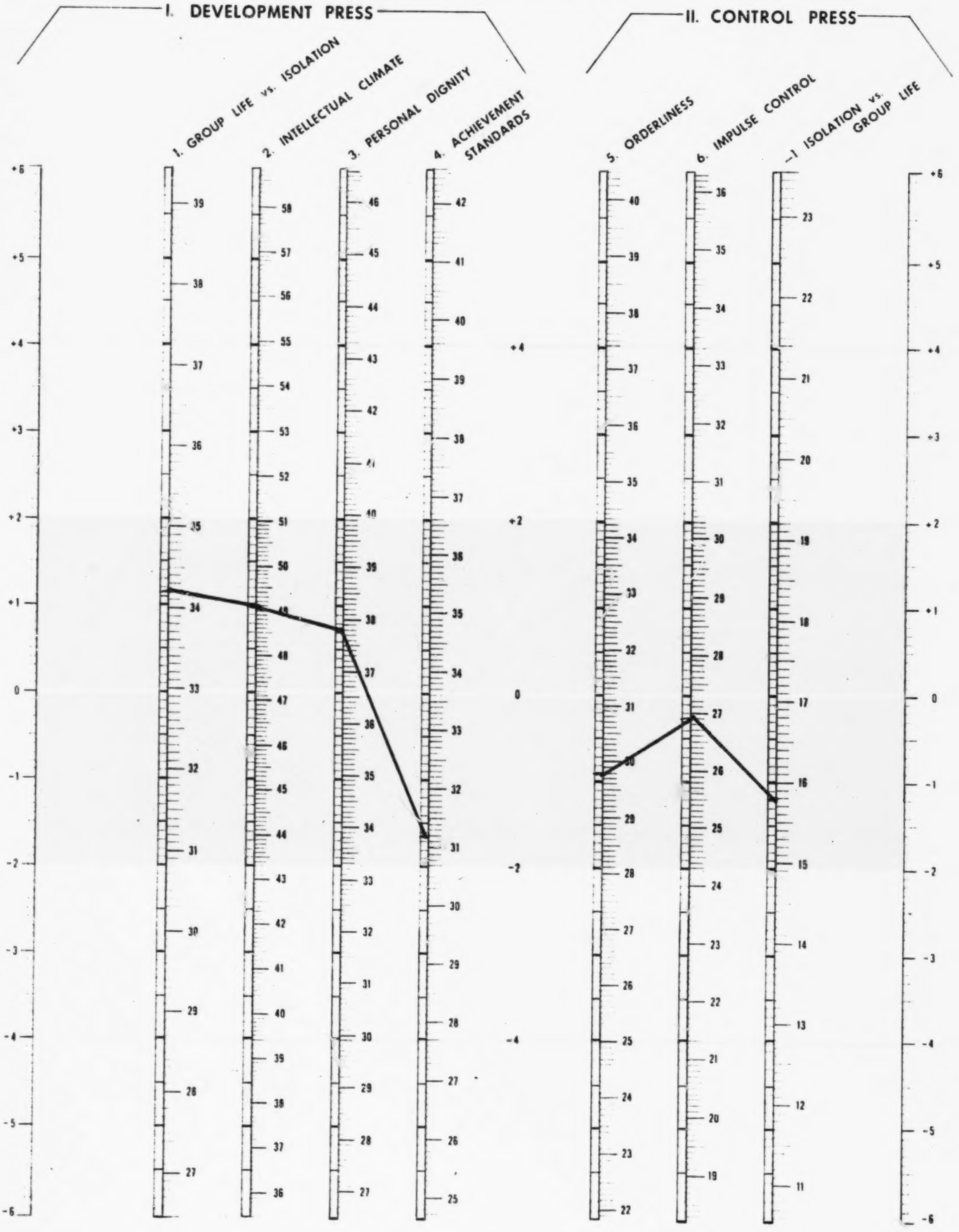


New Mexico St.-Colombia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

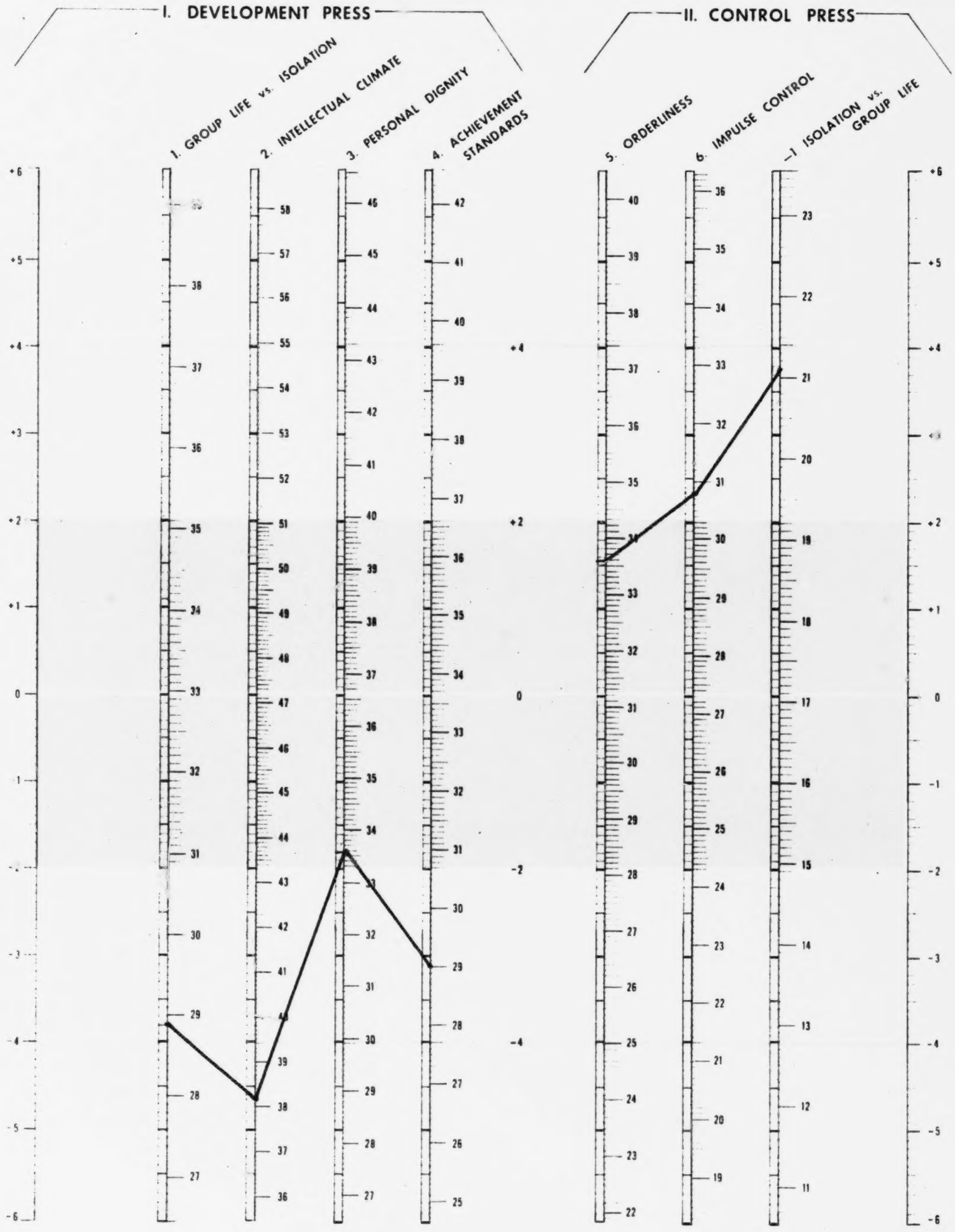


New Mexico St.-El Salvador

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)



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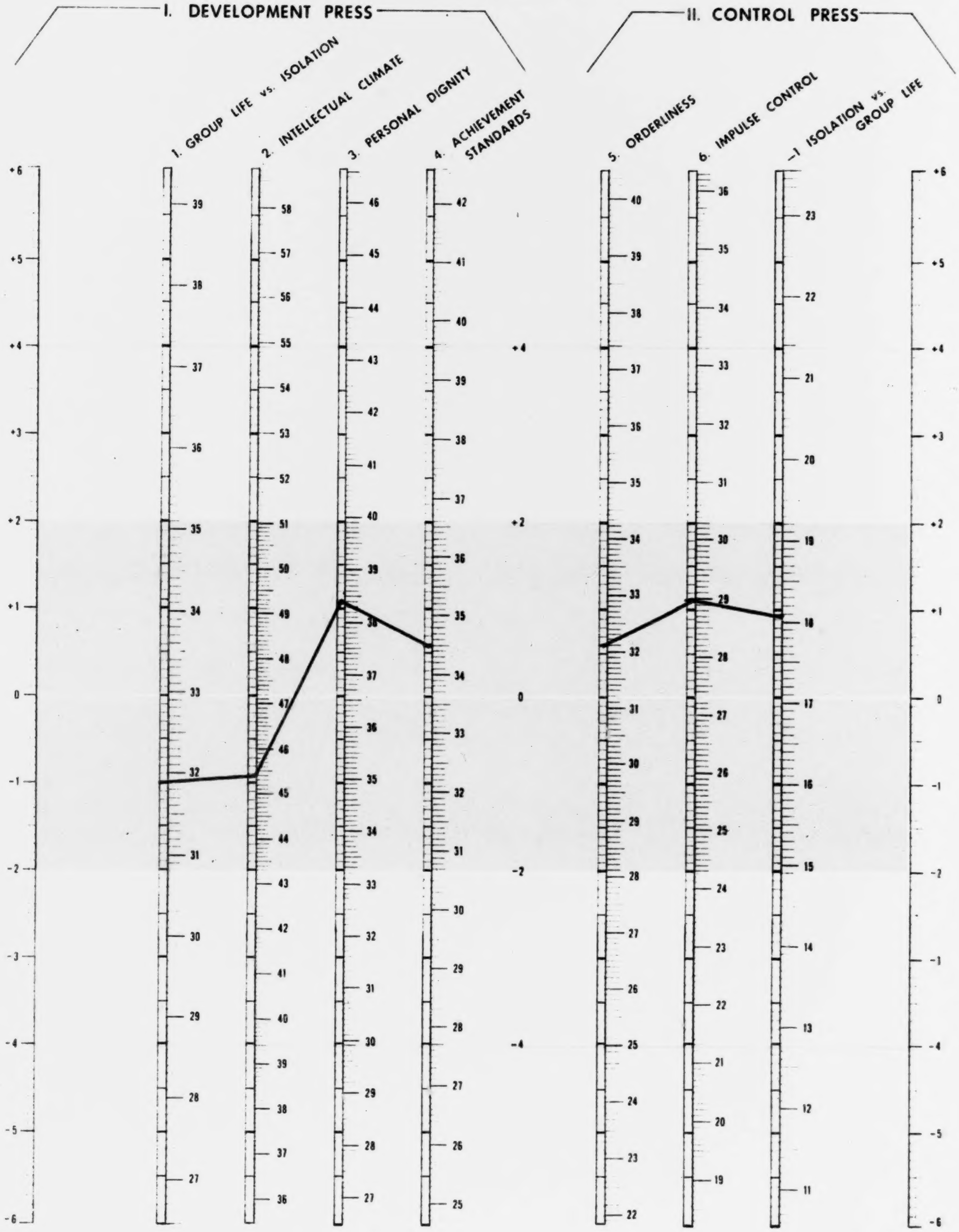
New Mexico U.-Brazil

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

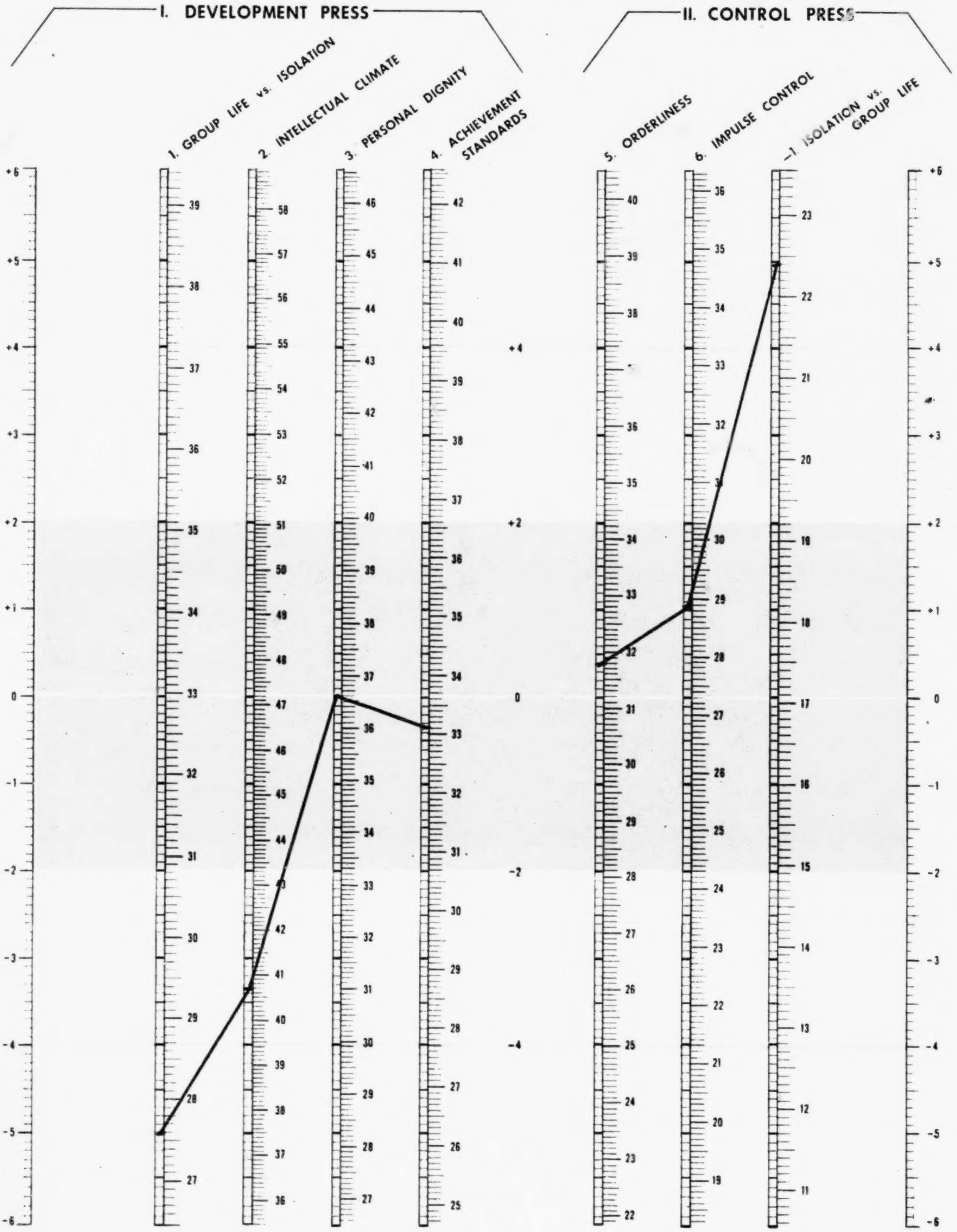


New Mexico U.-Chile

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

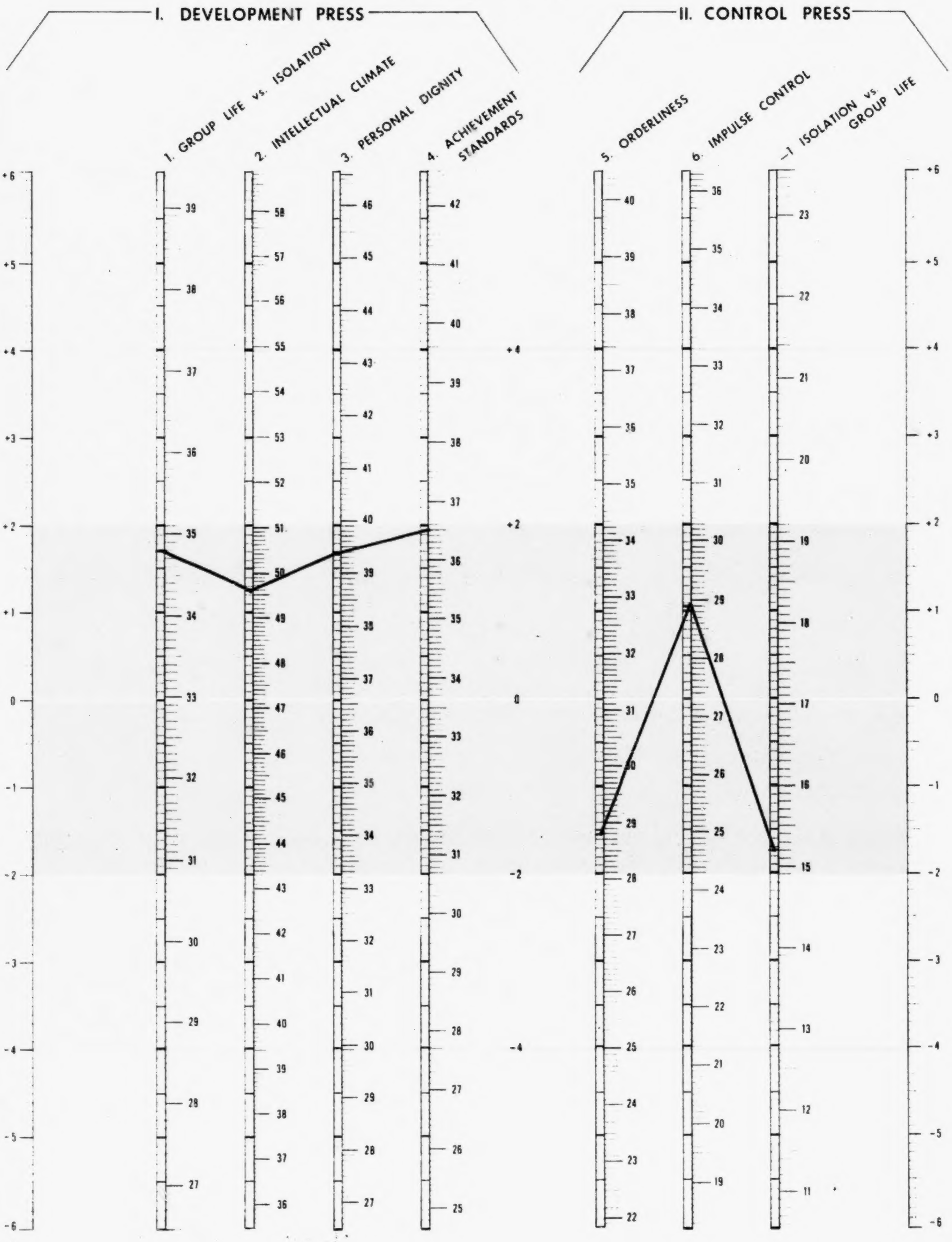


New Mexico U.-Colombia(63-07-09)

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)

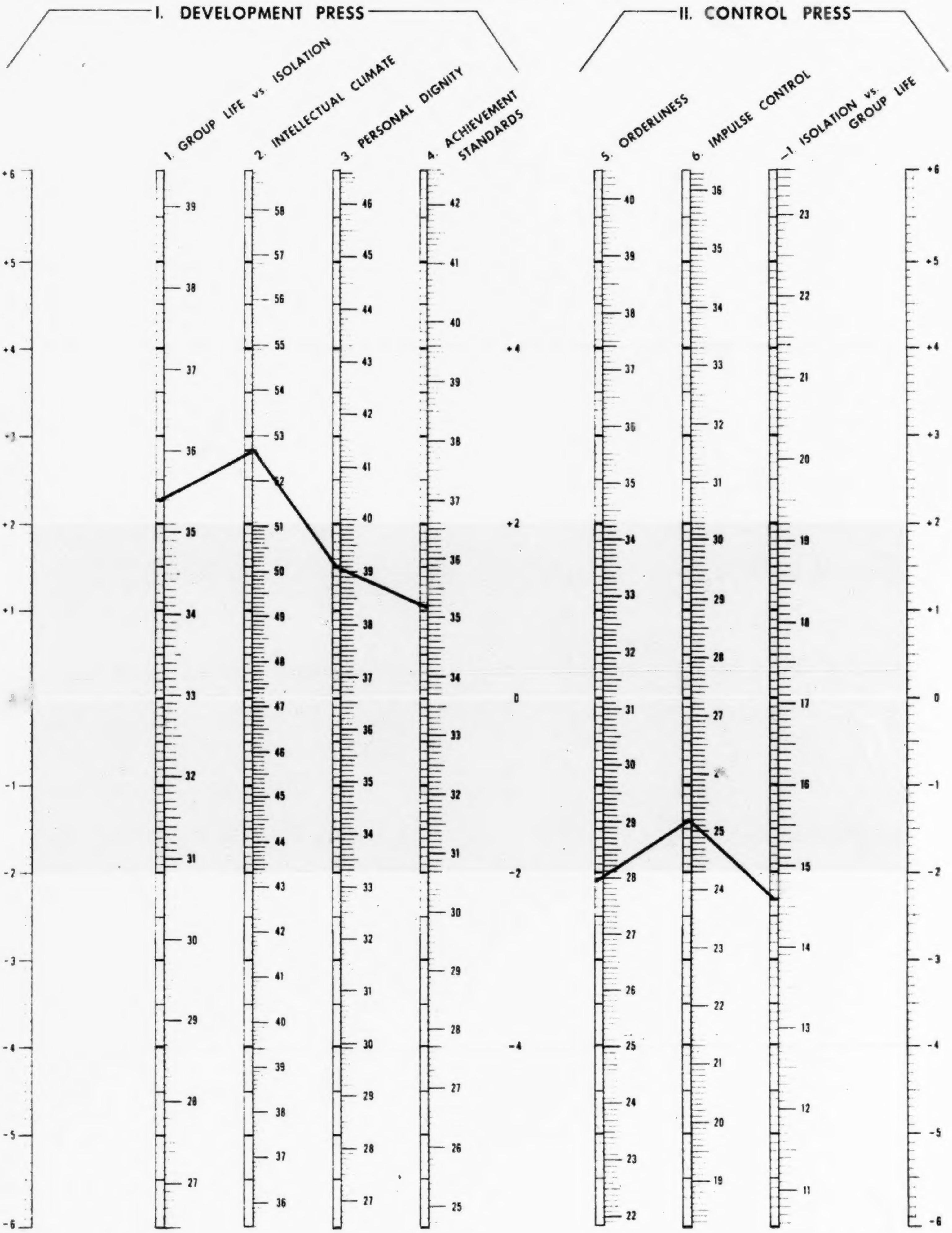


New Mexico U.-Colombia (63-09-10)

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

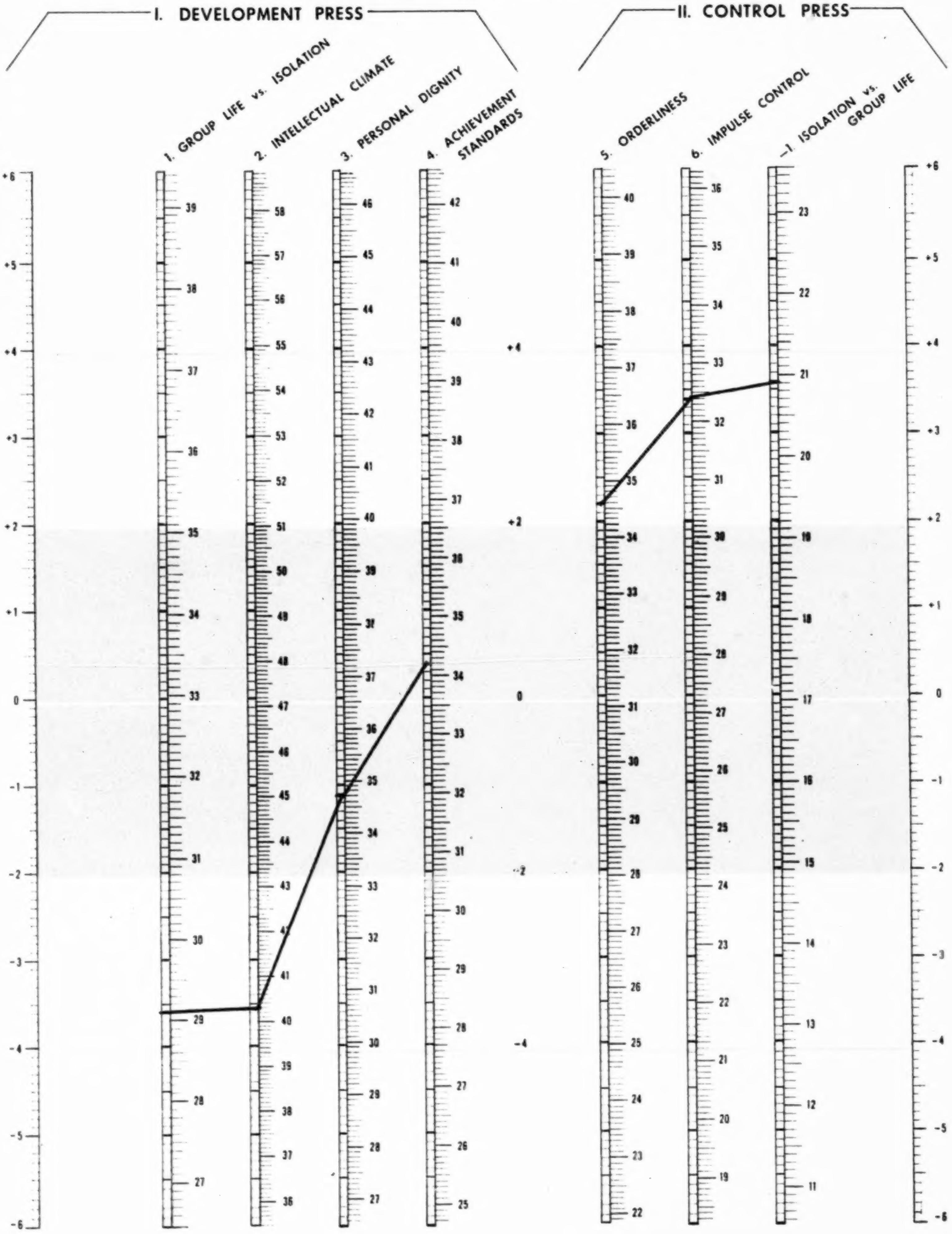


New Mexico U.-Venezuela

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

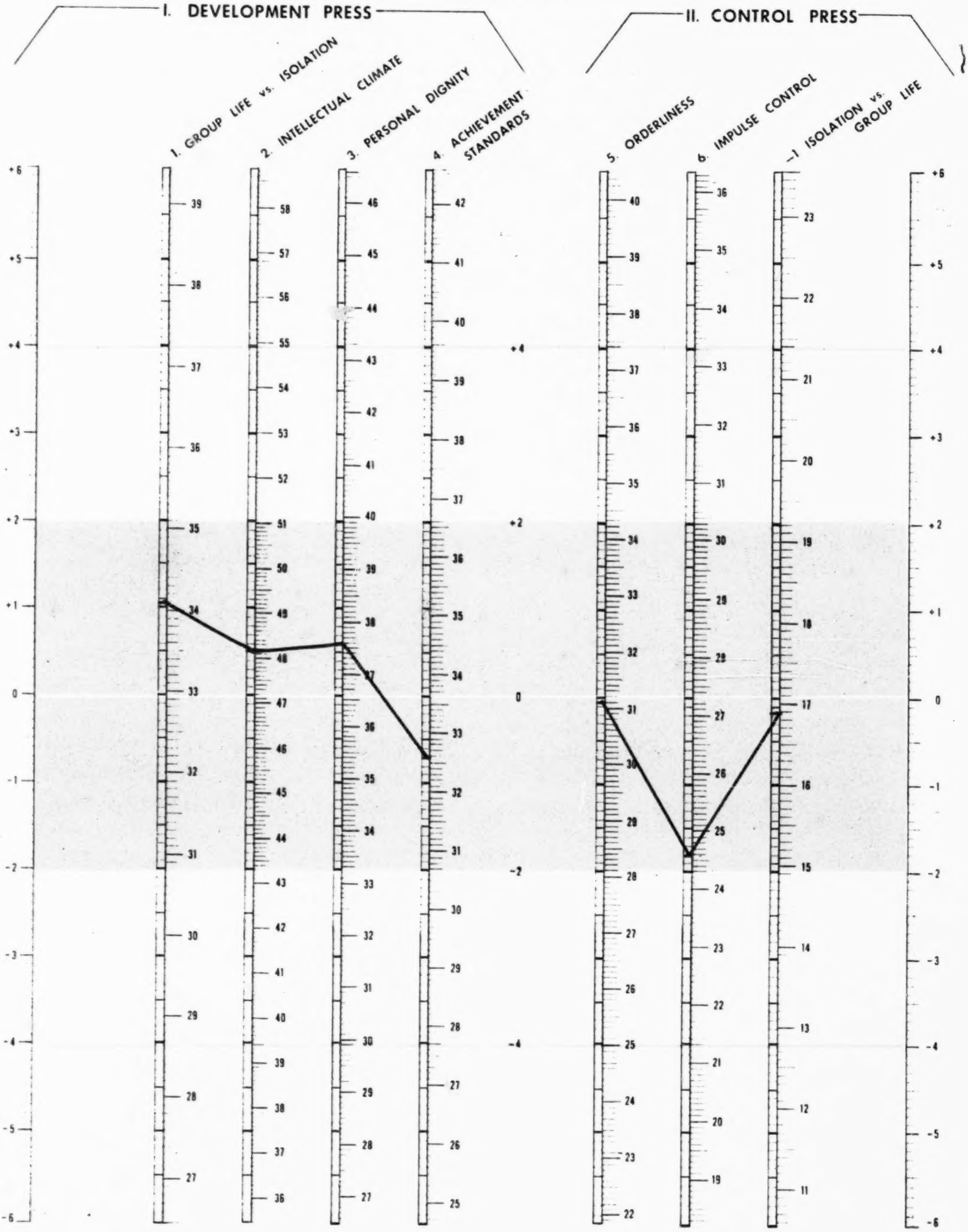


North Carolina State-Chile

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

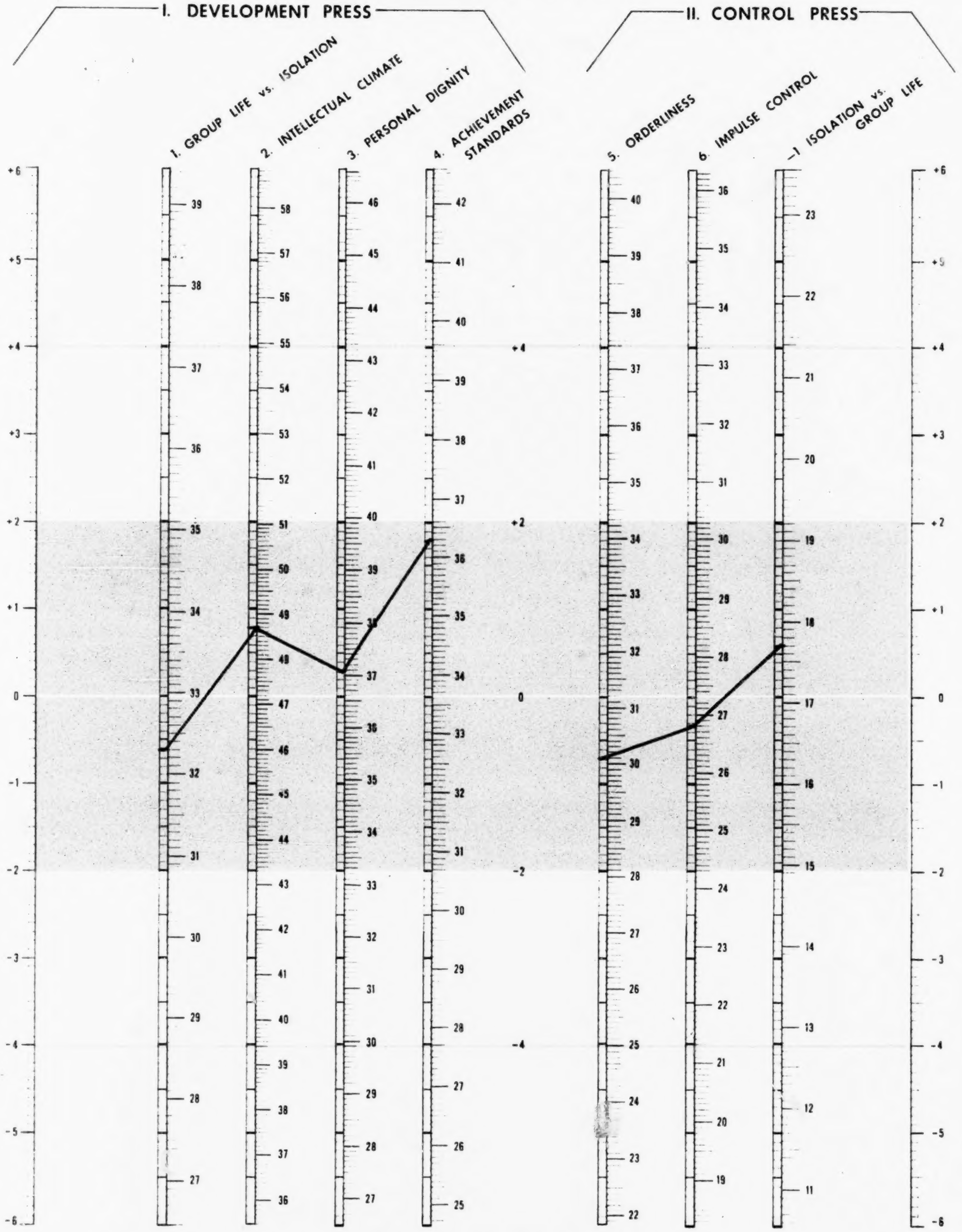


North Carolina U.-Malawi

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

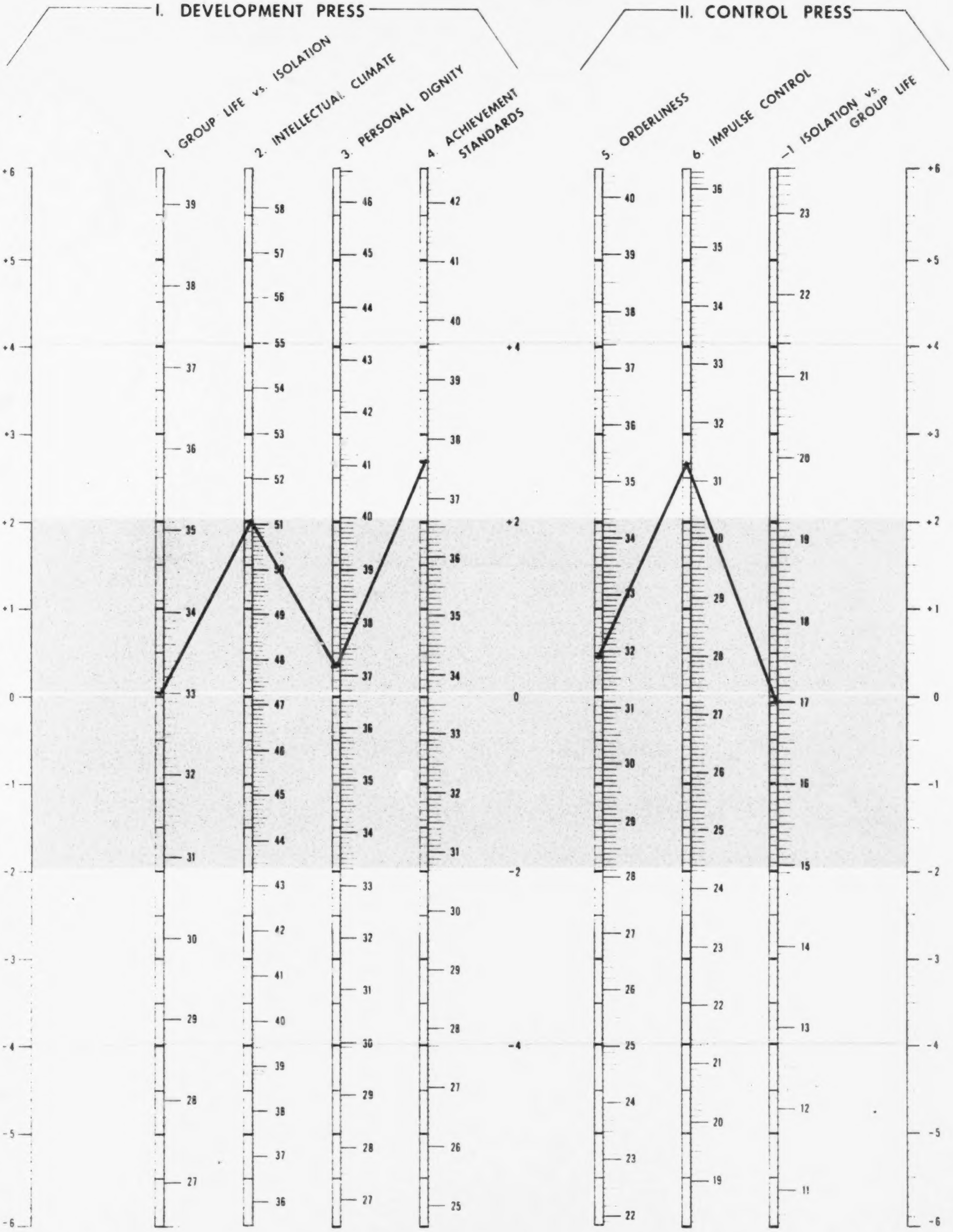


Northern Illinois U.-Malaysia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)



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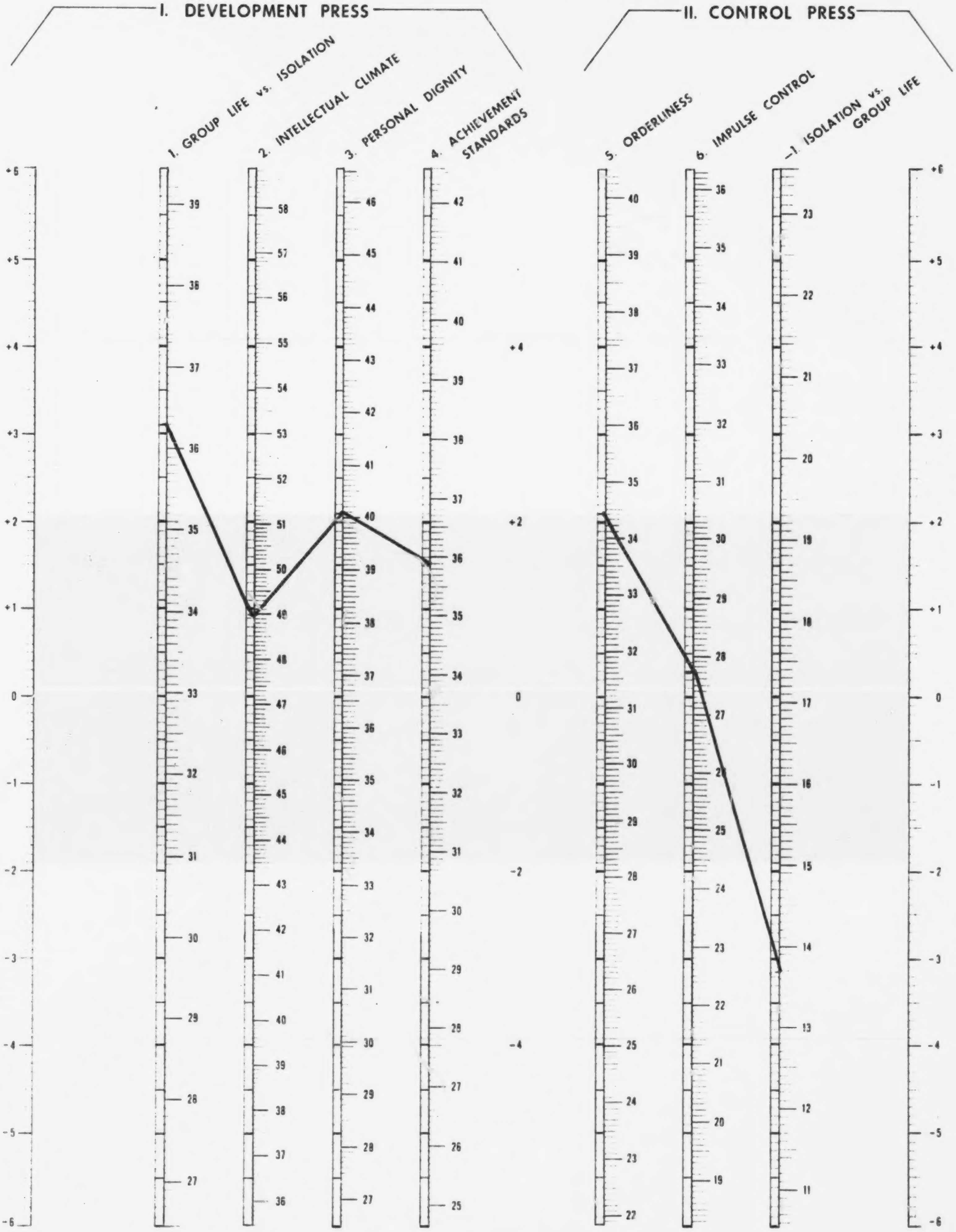
Notre Dame-Uruguay

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0$, $\sigma=2$)

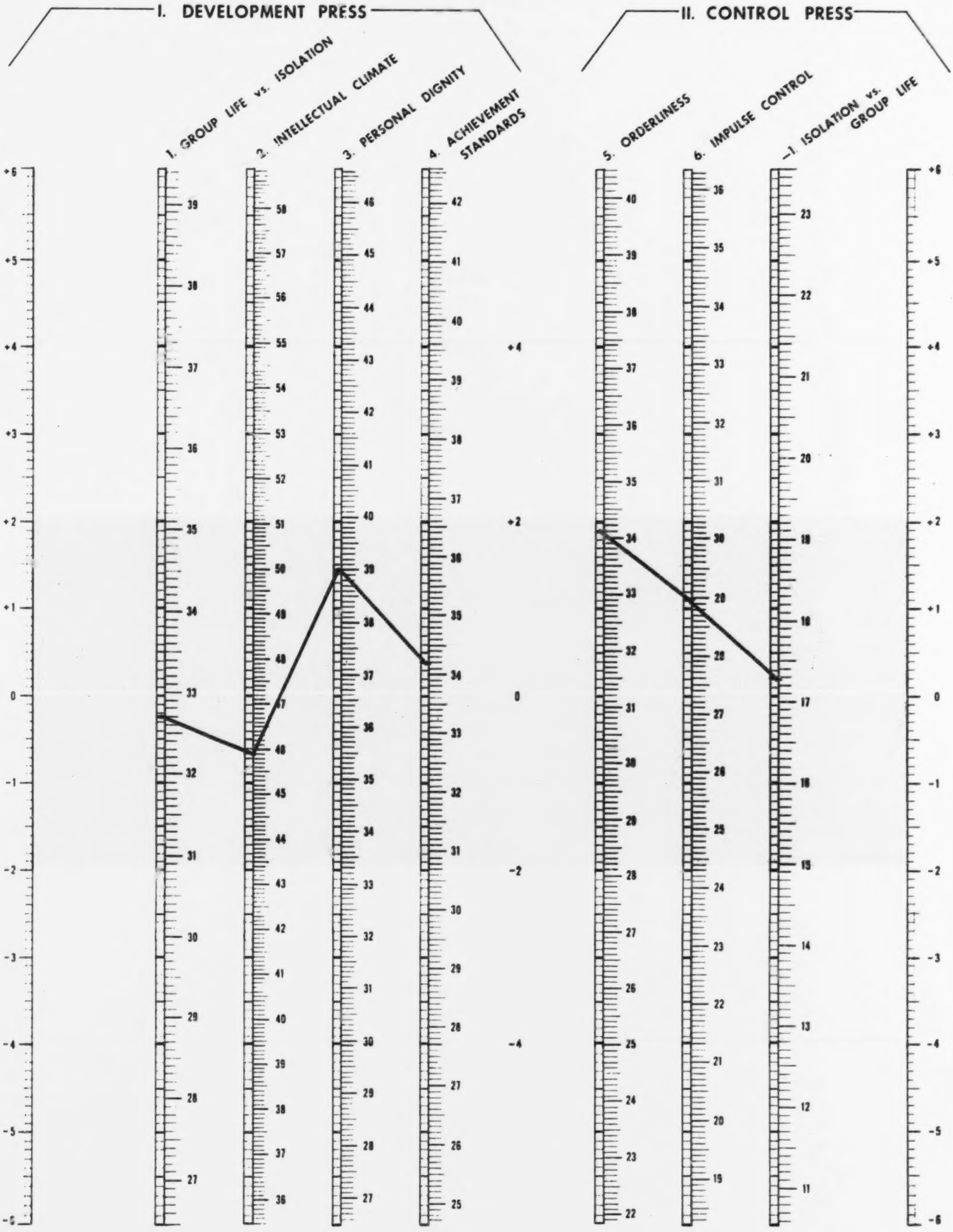


NYU-Brazil

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)

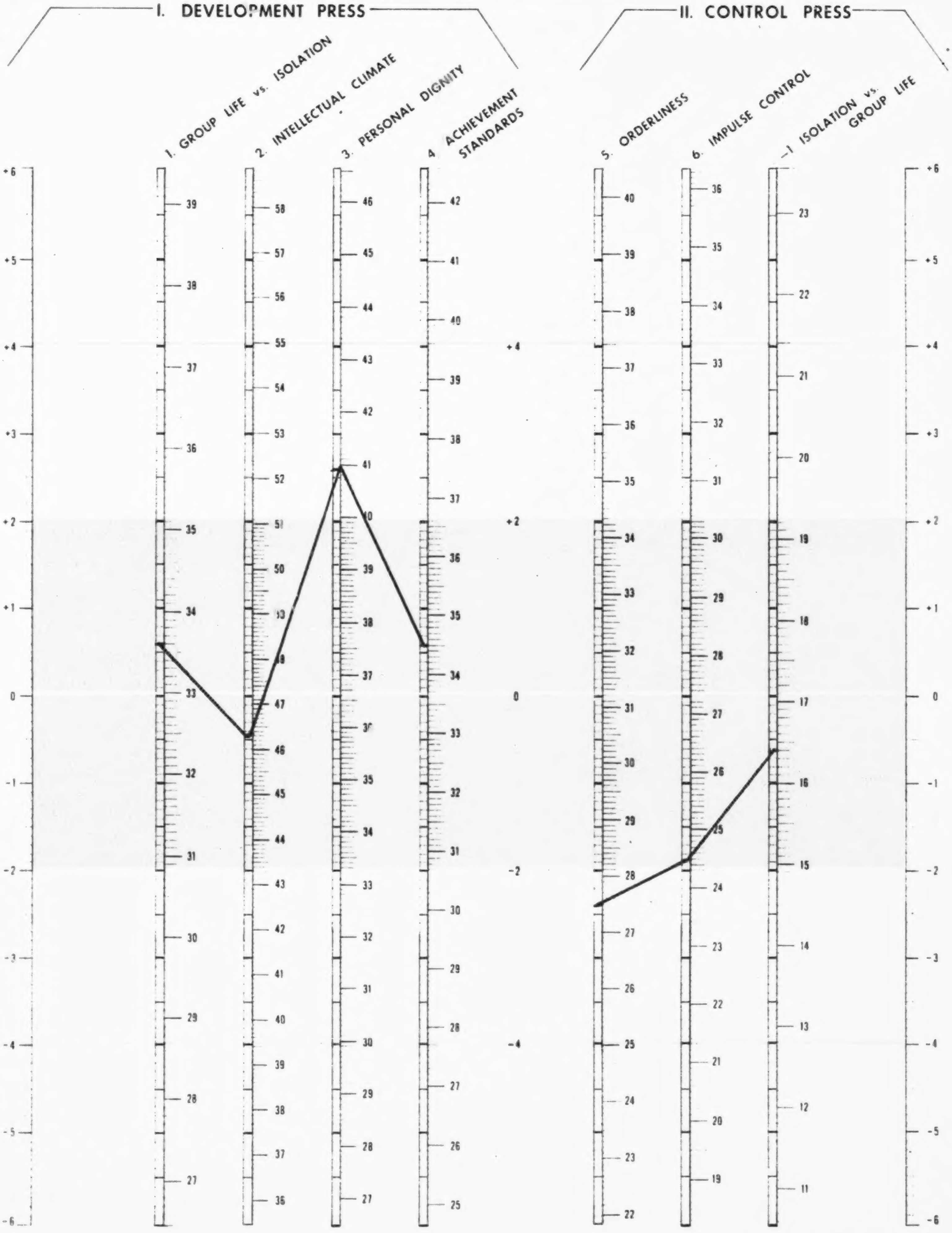


Oberlin-French West Africa

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X} = 0, \sigma = 2$)



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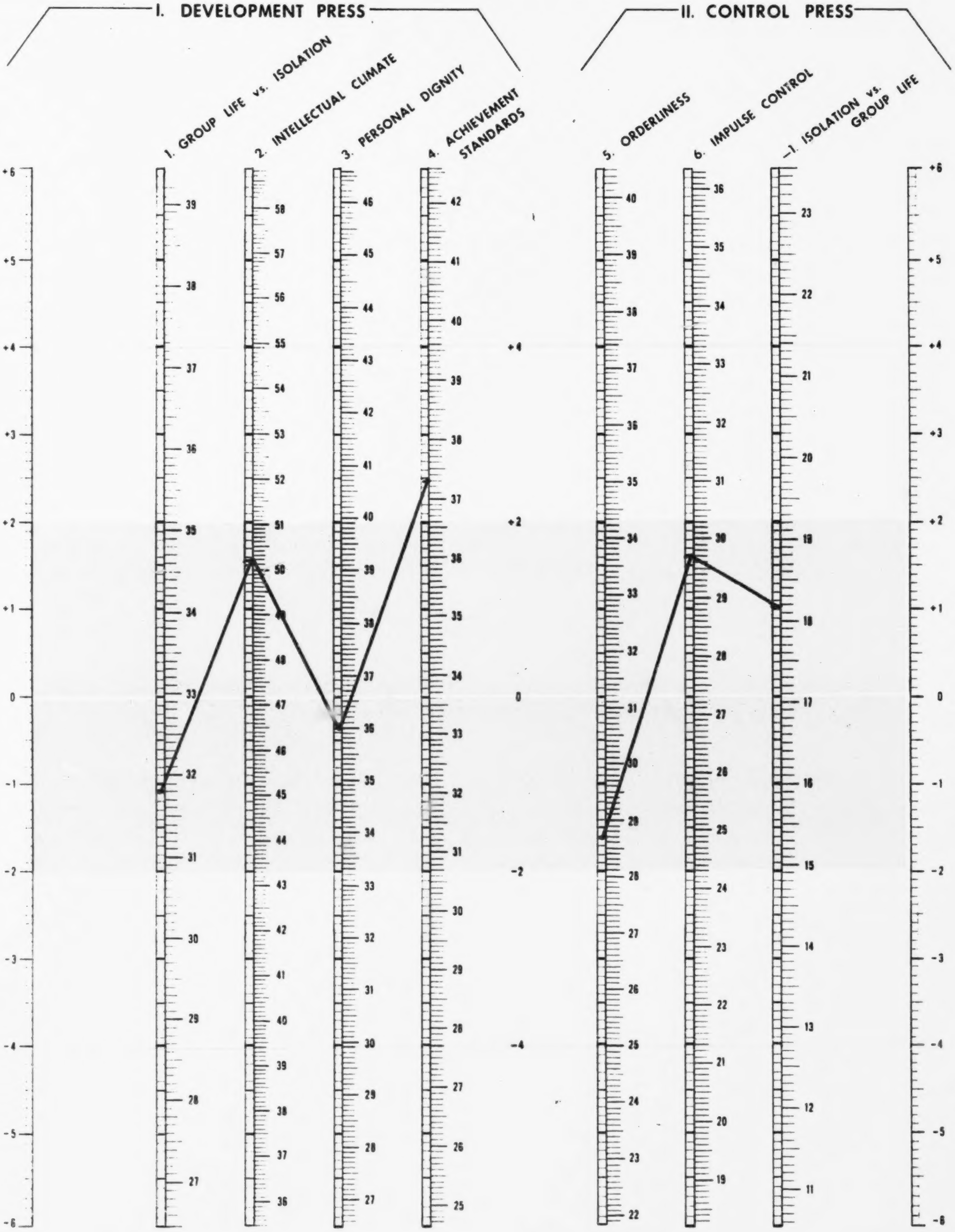
Ohio U.-Cameroon

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

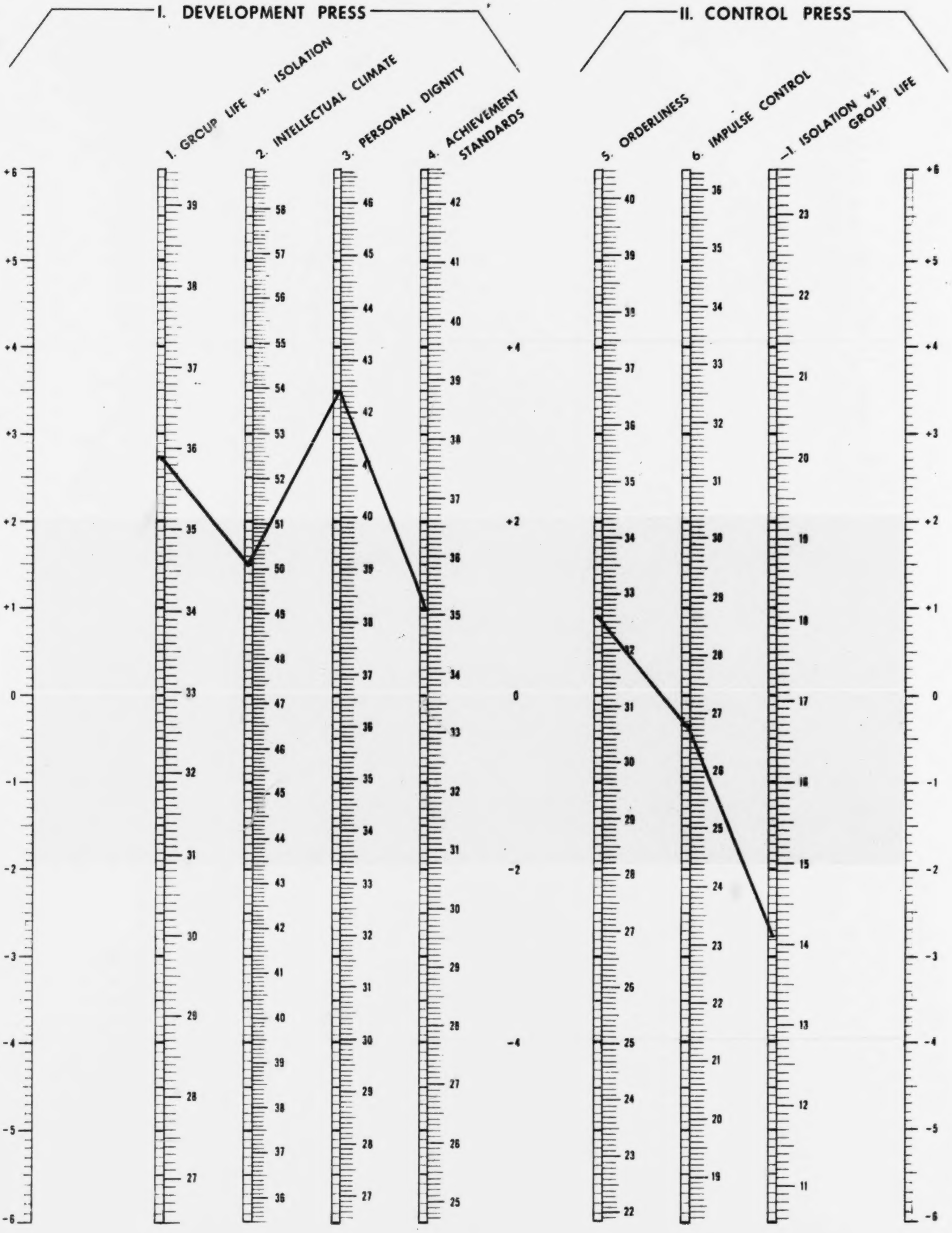


Oklahoma, U. of-Bolivia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

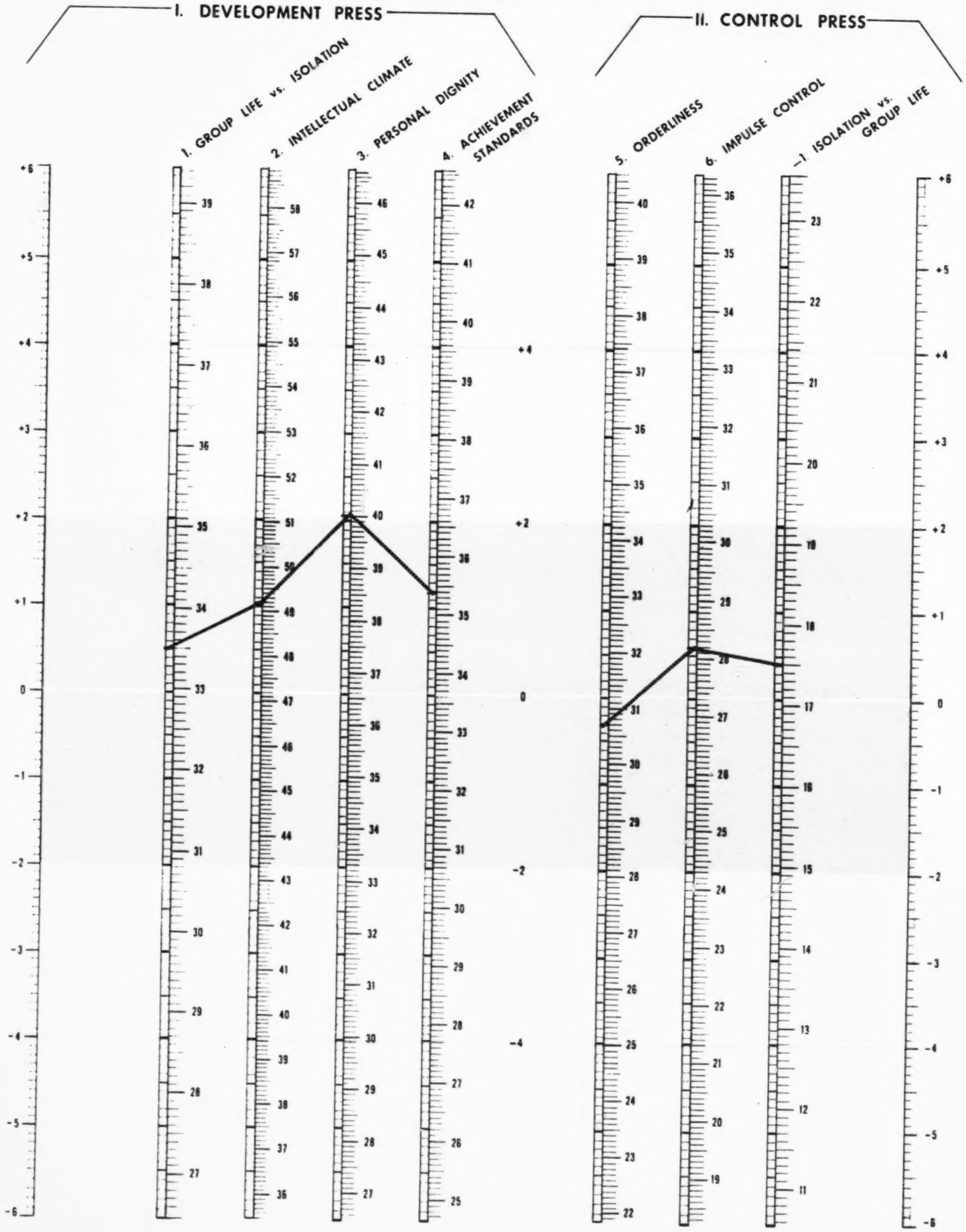


Oklahoma, U. of-Peru

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\bar{X}=0, \sigma=2$)

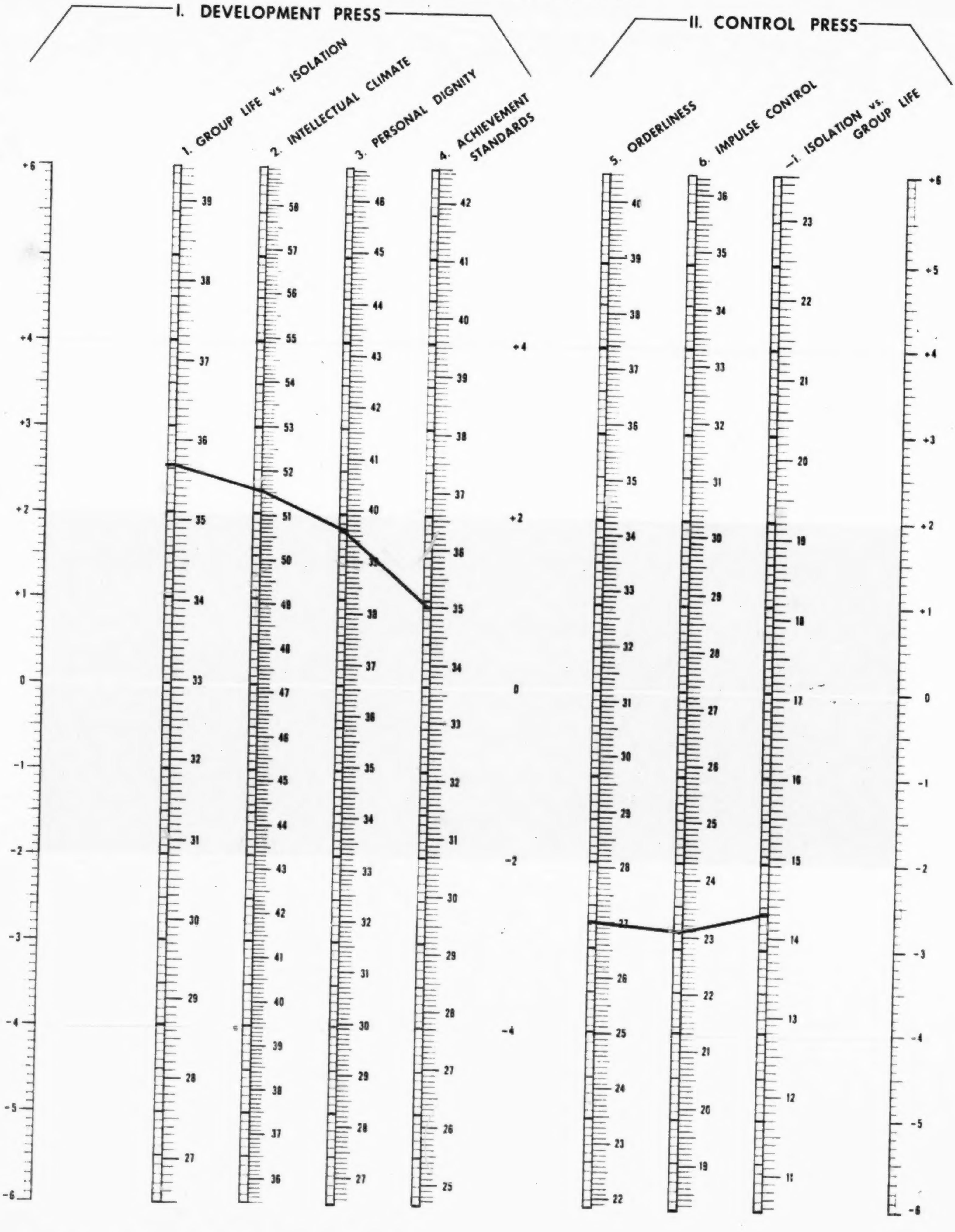


Oregon State U.-India

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X} = 0, \sigma = 2$)

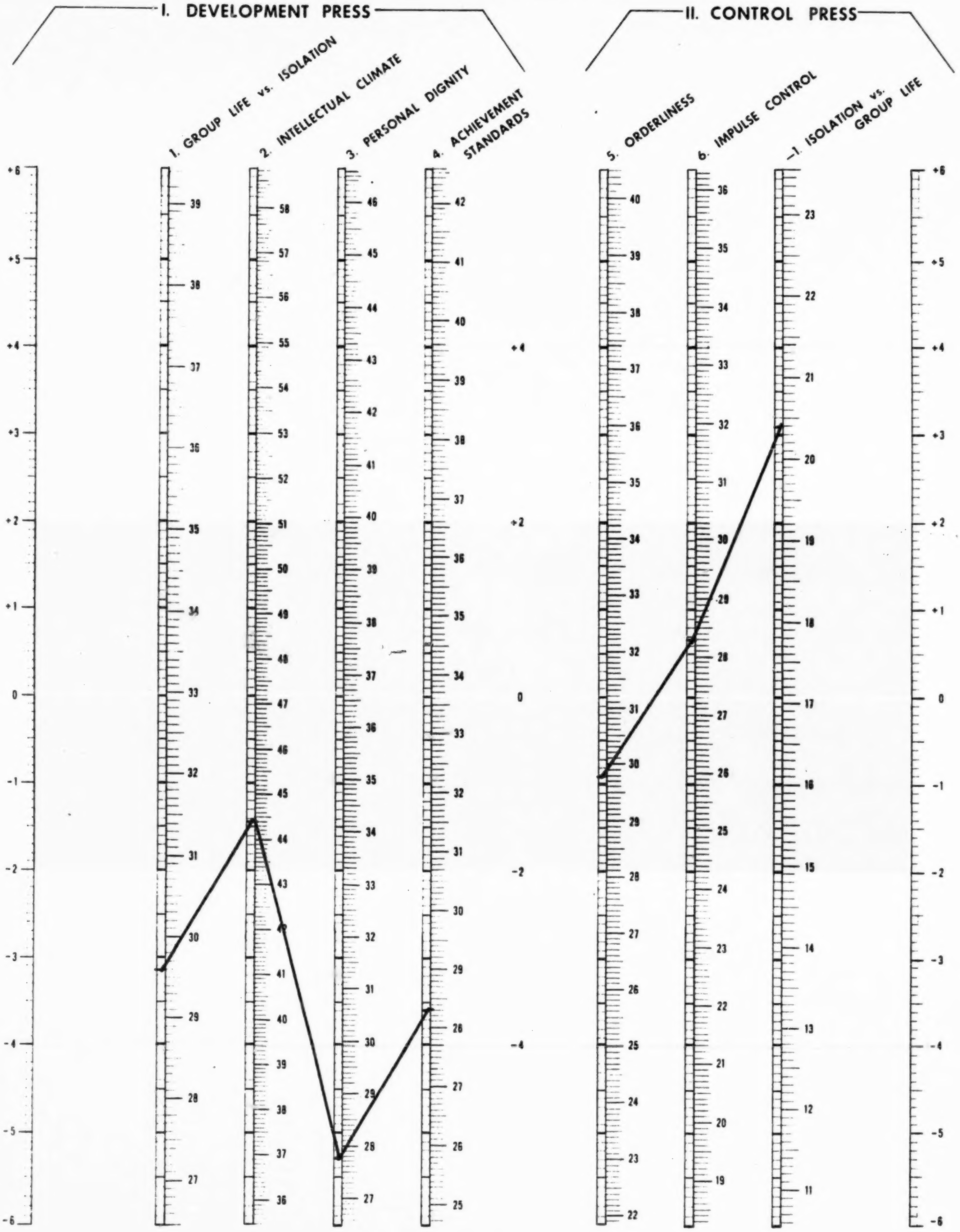


Oregon, U. of-Nepal

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)



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APPENDIX VIII

SCHEFFÉ ANALYSIS OF PEACE CORPS TRAINING PROGRAMS

AI FACTORS: MALE, FEMALE

Factor 1--Self Assertion--Males[a]

$(\bar{X} = 20.52 \quad \sigma = 1.58, F = 1.60 \quad p = .01)$

Washington U.-Bolivia	26.73
Col. St. Col.-L.A.-Chile	26.23
U. of Arizona-Colombia	26.05
Columbia U.-Soc. Wk.-Colombia	25.68
Rutgers U.-Jamaica	25.50
U. of California-Venezuela	25.35
Marquette U.-Brazil	25.00
U. of Denver-Ecuador	24.50
U. of Denver-Venezuela	24.36
U. of Indiana-Sierre Leone	24.28
Cal. St. Coll.-L.A.-Colombia	23.82
UCLA-Nigeria	23.75
U. New Mexico-Brazil	23.71
Exp. Int. Living-Jamaica	23.71
U. New Mexico-Chile	23.53
Lincoln U.-Tanzania	23.43
New Mexico St.-Colombia	23.39
Central St. U.-Nigeria	23.08
U. of Hawaii-Thailand	23.04
Utah St. U.-Iran	23.00
Brandeis U.-Bolivia	22.92
Georgetown U.-Colombia	22.82
U. of New Mexico-Colombia	22.80
N. Carolina St. U.-Chile	22.78
S. Illinois U.-Honduras	22.67
Columbia Tchrs. Coll.-Nigeria	22.56
S. Illinois U.-Tunisia	22.44
Camp. D. Crozier-Dom. Repub.	22.33
U. of California-India	22.28
U. of Maryland-Br. Hond.	22.25
Arizona St. U.-Brazil	22.24
Oregon St. U.-India	22.21
U. New Mexico-Venezuela	22.21
U. Wisconsin-Peru	22.19
Cornell U.-Lat. Am. Reg.	22.15
Syracuse-Malawi (1963)	22.03
U. of N. Carolina-Malawi	22.00
New Mexico St.-El Salvador	21.88
Kansas St. U.-Dom. Repub.	21.77
N. Illinois U.-Maylasia	21.77
U. of New Mexico-Colombia	21.66
Ohio U.-Cameroon	21.41
U. of Oklahoma-Peru	21.09
E. Michigan U.-Somali	21.06
U. of Oregon-Nepal	21.00
UCLA-Sierre Leone	20.90
Roberts College-Turkey	20.89
St. Louis U.-Costa Rica	20.88
U. of Nebraska-Colombia	20.86
Syracuse-Malawi (1964)	20.73
Portland St. College-Iran	20.42
Oberlin-Fr. W. Africa	20.35
Syracuse U.-Tanzania	20.33
Howard U.-Gabon	20.00
U. of Texas-Morocco	19.36
U. of Missouri-Kansas City	18.95
New York U.-Brazil	18.67
Portland St. Coll.-Turkey	17.23

---

[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 2--Audacity-Timidity--Males[a]
($\bar{X} = 20.48$ $\sigma = 1.73$, $F = 1.55$ $p = .01$)

U. of New Mexico-Chile	23.33
Columbia U. Teachers-Nigeria	23.00
N. Carolina St. U.-Chile	22.66
Marquette U.-Brazil	22.53
Rutgers U.-Jamaica	22.33
Columbia U.-Soc. Wk.-Colombia	21.84
U. of Denver-Ecuador	21.72
New Mexico St. U.-Colombia	21.69
Indiana U.-Sierre Leone	21.66
U. of California-Venezuela	21.61
Howard U.-Gabon	21.59
Lincoln U.-Tanzania	21.57
Utah St. U.-Iran	21.51
U. of Denver-Venezuela	21.50
U. of Arizona-Colombia	21.50
U. of New Mexico-Venezuela	21.38
Georgetown U.-Colombia	21.23
UCLA-Nigeria	21.08
U. of New Mexico-Colombia	21.02
U. of Washington-Bolivia	21.00
New Mexico St.-El Salvador	21.00
U. of Oklahoma-Peru	20.63
U. of Hawaii-Thailand	20.53
Camp. D. Crozier-Dom. Rep.	20.46
U. of Missouri-Kan. City-Colom.	20.36
N. Illinois U.-Malaysia	20.36
U. of N. Carolina-Malawi	20.35
Oregon St. U.-India	20.15
UCLA-Sierre Leone	20.02
Brandeis U.-Bolivia	20.00
Kansas St. U.-Dom. Rep.	19.90
E. Michigan U.-Somali	19.66
U. of Nebraska-Colombia	19.66
S. Illinois U.-Tunisia	19.64
Syracuse U.-Malawi (1963)	19.61
U. New Mexico-Brazil	19.58
Cal. St. Coll.,L.A.-Colombia	19.54
Central St. U.-Nigeria	19.53
Syracuse U.-Malawi (1964)	19.46
U. of Texas-Morocco	19.45
Exp. Int. Living-Jamaica	19.41
Portland St. Col.-Turkey	19.31
U. of California-India	19.25
U. of Wisconsin-Peru	19.10
U. of New Mexico-Colombia	18.95
U. of Maryland-Br. Hond.	18.95
U. of Oregon-Nepal	18.94
Arizona St. U.-Brazil	18.88
Ohio U.-Cameroon	18.81
St. Louis U.-Costa Rica	18.00
Roberts Coll.-Turkey	17.89
Syracuse U.-Tanzania	17.86
New York U.-Brazil	17.80
Portland St. Coll.-Iran	17.68
Oberlin-Fr. W. Africa	17.15
S. Illinois U.-Honduras	16.29
Cornell-Lat. Am. Reg.	16.00

---

[a] The Scheffé test indicates no significant difference between any particular pairs of programs.

Factor 3--Intellectual Interests--Males[a]

($\bar{X} = 26.49$ $\sigma = 3.05$, $F = 4.38$ $p = .001$)

High	
Columbia Tchrs. Col.-Nigeria	33.22
Texas, U. of-Morocco	32.82
Indiana U.-Sierre Leone	32.17
Marquette U.-Brazil	31.67
Rutgers U.-Jamaica	31.42
Syracuse U.-Malawi (1963)	30.86
Medium	
Ohio U.-Cameroon	30.84
New Mexico U.-Colombia	30.68
Washington U.-Bolivia	30.64
S. Illinois U.-Tunisia	30.60
Georgetown U.-Colombia	30.36
Lincoln U.-Tanzania	30.36
Kansas St.-Dom. Repub.	30.26
New Mexico U.-Colombia	30.10
Oregon St. U.-India	30.04
Central St. U.-Nigeria	29.98
Calif. St. Col.-L.A.-Chile	29.85
New Mexico U.-Chile	29.73
New Mexico U.-Colombia	29.60
Hawaii, U. of-Thailand	29.50
N. Illinois U.-Malaysia	29.45
Syracuse U.-Malawi (1964)	29.32
Columbia Soc. Wk.-Colombia	29.32
New Mexico U.-Brazil	29.06
UCLA-Nigeria	29.04
Camp D. Crozier-Dom. Repub.	29.03
Oklahoma, U. of-Peru	28.93
Portland St. Col.-Iran	28.64
Arizona St.-Brazil	28.60
Brandeis U.-Bolivia	28.54
Wisconsin, U. of-Milw.-Peru	28.52
N. Carolina St.-Chile	28.44
Maryland, U. of-Br. Hond.	28.35
New Mexico St.-Colombia	28.17
Calif., U. of-Venezuela	28.00
Denver, U. of-Ecuador	27.95
Arizona, U. of-Colombia	27.95
Oregon, U. of-Nepal	27.78
Calif. St. Col.-L.A.-Colombia	27.71
E. Michigan U.-Somali	27.61
N. Carolina U.-Malawi	27.32
Utah St.-Iran	27.30
Denver U. of-Venezuela	27.07
UCLA-Sierre Leone	27.00
St. Louis U.-Costa Rica	26.96
Syracuse U.-Tanzania	26.87
Roberts Col.-Turkey	26.74
New Mexico St.-El Salvador	26.63
Howard U.-Gabon	26.59
S. Illinois U.-Honduras	26.52
Cornell-Lat. Am. Reg.	26.31
Oberlin-Fr. W. Africa	26.10
Nebraska, U. of-Colombia	25.94
Calif., U. of-India	25.92
New York U.-Brazil	25.60
Exp. Int. Liv.-Jamaica	25.59
Missouri U.-Kan.City-Colombia	17.95
Low	
Portland St. Col.-Turkey	15.81

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

Factor 4--Motivation--Males[a]
($\bar{X}$ = 27.08 σ = 1.70, F = 4.29 p = .001)

High

New Mexico U.-Venezuela	32.11
Central St. U.-Nigeria	31.76
Georgetown U.-Colombia	31.54
Columbia Tchrs. Col.-Nigeria	31.46
S. Illinois U.-Tunisia	31.44
Washington U.-Bolivia	31.36
Columbia Soc. Wk.-Colombia	31.26
Kansas St.-Dom. Repub.	31.26
Indiana U.-Sierre Leone	31.00
Oregon St. U.-India	30.96

Medium

Arizona St. U.-Brazil	30.72
Calif., U. of-Venezuela	30.69
N. Illinois U.-Malaysia	30.68
Arizona, U. of-Colombia	30.64
New Mexico State-Colombia	30.61
Calif. St. Col.-L.A.-Colombia	30.32
Denver U. of-Ecuador	30.27
New Mexico U. of-Colombia	30.20
E. Michigan U.-Somali	30.14
Camp D. Crozier-Dom. Repub.	30.10
Rutgers U.-Jamaica	30.08
Denver, U. of-Venezuela	30.04
Wisconsin, U. of Milw.-Peru	30.00
Texas U. of-Morocco	30.00
Hawaii, U. of-Thailand	29.92
UCLA-Sierre Leone	29.75
Marquette U.-Brazil	29.73
New Mexico U.-Chile	29.67
St. Louis U.-Costa Rica	29.62
Calif. St. Col.-L.A.-Chile	29.54
New Mexico U.-Colombia	29.49
N. Carolina U.-Malawi	29.45
Utah St.-Iran	29.37
N. Carolina St.-Chile	29.28
Roberts Col.-Turkey	29.21
New Mexico U.-Brazil	29.18
Syracuse U.-Malawi (1964)	29.15
S. Illinois U.-Honduras	29.14
Ohio U.-Cameroon	29.13
Syracuse U.-Malawi (1963)	29.07
Oregon, U. of-Nepal	29.00
Oklahoma, U. of-Peru	28.84
Brandeis U.-Bolivia	28.81
Maryland, U. of-Br. Hond.	28.80
Lincoln U.-Tanzania	28.79
New York U.-Brazil	28.60
Cornell-Lat. Am. Reg.	28.38
Portland St. Col.-Iran	27.82
Syracuse U.-Malawi (1963)	27.73
UCLA-Nigeria	27.67
Nebraska, U. of-Colombia	27.66
Exp. Int. Liv.-Jamaica	27.29
Oberlin-Fr. W. Africa	26.75
Howard U.-Gabon	26.59
Calif., U. of-India	26.44
New Mexico St.-El Salvador	26.25
Missouri U.-Kan.City-Colombia	19.53

Low

Portland St. Col.-Turkey	18.15

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

Factor 5--Applied Interests--Males[a]

($\bar{X}$ = 18.08 σ = 2.43, F = 3.19 p = .001)

Maryland, U. of-Br. Hond.	21.15
Central St. U.-Nigeria	20.04
New Mexico-Venezuela	19.89
Camp. D. Crozier-Dom. Rep.	19.47
U. of New Mexico-Chile	19.13
Rutgers U.-Jamaica	19.00
N. Illinois U.-Malaysia	18.73
Arizona St.-Brazil	18.68
Marguette U.-Brazil	18.40
New Mexico U.-Columbia	18.34
Ohio U.-Cameroon	18.09
Washington U.-Bolivia	18.00
Howard U.-Gabon	18.80
Columbia Tchrs. Col-Nigeria	17.93
Exp. Int. Living-Jamaica	17.88
Oklahoma, U. of-Peru	17.86
Calif. St. Col.-L.A.-Chile	17.73
Texas, U. of-Morocco	17.55
Lincoln U.-Tanzania	17.50
New Mexico St.-El Salvador	17.50
Oregon St. U.-India	17.19
Syracuse U.-Malawi (1963)	17.14
Nebraska U. of-Colombia	17.08
Calif. St. Col.-L.A.-Colombia	16.96
UCLA-Sierre Leone	16.86
Georgetown U.-Colombia	16.85
N. Carolina St.-Chile	16.61
New Mexico U.-Brazil	16.53
New Mexico U.-Colombia	16.50
Denver U. of-Venezuela	16.36
Hawaii U. of-Thailand	16.35
Calif. U. of-India	16.25
Calif. U. of-Venezuela	16.23
Wisconsin, U. of Milw.-Peru	16.14
Utah, U. of-Morocco	15.78
S. Illinois U.-Honduras	15.76
Denver U. of-Ecuador	15.59
E. Michigan U.-Somali	15.56
Brandeis U.-Bolivia	15.50
Columbia Tchrs.-Nigeria	15.11
N. Carolina U.-Malawi	15.10
Arizona, U. of-Colombia	15.05
Syracuse U.-Malawi (1964)	15.02
Cornell-Lat. Am. Reg.	14.92
Indiana U.-Sierre Leone	14.83
New Mexico St.-Colombia	14.52
Portland St. Col.-Iran	14.25
S. Illinois U.-Tunisia	14.24
Syracuse U.-Malawi (1963)	14.00
New York U.-Brazil	13.80
St. Louis U.-Costa Rica	13.50
Missouri U.-Kan. City-Colombia	13.11
UCLA-Togo	12.92
Portland St. Col.-Turkey	12.89
Oregon, U. of-Nepal	12.50
Oberlin-Fr. W. Africa	12.10
Roberts Col.-Turkey	10.95
Kansas St.-Dom. Repub.	10.12

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 6--Orderliness--Males[a]

($\bar{X} = 20.73 \quad \sigma = 3.042, F = 1.98 \quad p = .001$)

Camp. D. Crozier-Dom. Repub.	22.3
Maryland, U. of-Br. Hond.	21.95
Missouri U.-Kan. City-Colombia	20.95
Central St. U.-Nigeria	20.49
New Mexico St.-El Salvador	20.13
Kansas St.-Dom. Repub.	19.71
Washington U.-Bolivia	19.64
Portland St. Col.-Turkey	19.50
New York U.-Brazil	19.40
Ohio U.-Cameroon	19.38
N. Illinois U.-Malaysia	19.27
Rutgers U.-Jamaica	19.25
New Mexico U.-Venezuela	19.11
New Mexico U.-Colombia	18.98
Columbia Tchrs. Col.-Nigeria	18.78
Nebraska, U. of-Colombia	18.74
Calif. St. Col.-L.A.-Colombia	18.68
Syracuse U.-Tanzania	18.67
Texas, U. of-Morocco	18.64
Arizona St.-Brazil	18.52
S. Illinois U.-Honduras	18.38
Oregon St. U.-India	18.31
Calif. St. Col.-Chile	18.27
Howard U.-Gabon	18.14
Georgetown U.-Colombia	18.11
UCLA-Sierre Leone	18.10
Exp. Int. Living-Jamaica	18.00
Cornell-Lat. Am. Reg.	17.77
New Mexico U.-Chile	17.73
Arizona, U. of-Colombia	17.64
Brandeis U.-Bolivia	17.62
Oberlin-Fr. W. Africa	17.60
Syracuse U.-Malawi (1963)	17.07
Calif., U. of-India	17.06
Wisconsin, U. of-Milw.-Peru	17.00
S. Illinois U.-Tunisia	16.96
Lincoln U.-Tanzania	16.93
Oklahoma U. of-Peru	16.91
Portland St. Col.-Iran	16.86
New Mexico U.-Colombia	16.85
Hawaii, U. of-Thailand	16.77
New Mexico U.-Brazil	16.59
N. Carolina U.-Malawi	16.32
Calif., U. of-Venezuela	16.31
E. Michigan U.-Somali	16.25
Denver, U. of-Venezuela	16.18
UCLA-Nigeria	15.83
Roberts Col.-Turkey	15.74
Utah St.-Iran	15.69
Denver, U. of-Ecuador	15.64
Oregon, U. of-Nepal	15.61
New Mexico St.-Colombia	15.52
Columbia Soc. Wk.-Colombia	15.47
St. Louis U.-Costa Rica	15.46
Marguette U.-Brazil	15.40
N. Carolina St.-Chile	15.33
Indiana U.-Sierre Leone	13.61

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 7--Submissiveness--Males[a]
($\bar{X}$ = 22.00 σ = 2.09, F = 3.04 p = .001)

Maryland, U. of-Br. Hond.	28.45
Central St. U.-Nigeria	27.88
Arizona, U. of-Colombia	27.32
Oregon St. U.-India	27.31
Ohio U.-Cameroon	26.88
Calif. St. Col.-L.A.-Colombia	26.71
S. Illinois U.-Honduras	26.57
Kansas St.-Dom. Repub.	26.48
Camp D. Crozier-Dom. Repub.	26.30
Marquette U.-Brazil	26.13
Rutgers U.-Jamaica	26.08
N. Illinois U.-Malaysia	25.82
Calif. St. Col.-L.A.-Chile	25.65
Exp. Int. Liv.-Jamaica	25.65
Oklahoma, U. of-Peru	25.59
Georgetown U.-Colombia	25.57
Arizona St.-Brazil	25.48
New York U.-Brazil	25.33
UCLA-Sierre Leone	25.24
Syracuse U.-Malawi (1964)	25.20
Indiana U.-Sierre Leone	25.17
Washington U.-Bolivia	25.09
New Mexico U.-Colombia	25.05
Lincoln U.-Tanzania	24.86
Cornell-Lat. Am. Reg.	24.85
Columbia Soc. Wk.-Colombia	24.84
Utah St.-Iran	24.78
Calif., U. of-Venezuela	24.62
Portland St. Col.-Iran	24.61
Brandeis U.-Bolivia	24.58
S. Illinois U.-Tunisia	24.52
New Mexico U.-Venezuela	24.47
Syracuse U.-Malawi (1963)	24.46
E. Michigan U.-Somali	24.28
Calif., U. of-India	24.22
St. Louis U.-Costa Rica	24.15
Syracuse U.-Tanzania	24.13
Columbia Tchrs. Col.-Nigeria	24.10
New Mexico U.-Colombia	24.05
Denver, U. of-Ecuador	23.95
New Mexico U.-Chile	23.93
Hawaii, U. of-Thailand	23.50
Texas, U. of-Morocco	23.45
N. Carolina St.-Chile	23.25
Wisconsin, U. of-Milw.-Peru	23.05
New Mexico St.-El Salvador	23.00
Denver, U. of-Venezuela	22.93
Nebraska, U. of-Colombia	22.86
N. Carolina U.-Malawi	22.74
Howard U.-Gabon	22.64
Oberlin-Fr. W. Africa	22.60
New Mexico U.-Brazil	22.18
New Mexico St.-Colombia	21.87
UCLA-Nigeria	21.75
Roberts Col.-Turkey	21.58
Oregon, U. of-Nepal	20.44
Missouri U.-Kan. City-Colombia	20.32
Portland St. Col.-Turkey	18.88

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[a] The Scheffé test indicates no significant difference between any particular pairs of programs.

Factor 8--Closeness--Males[a]
($\bar{X} = 22.91$ $\sigma = 1.96$, $F = 2.45$ $p = .001$)

Maryland, U. of-Br. Hond.	27.75
Calif. St. Col.-L.A.-Colombia	26.89
Arizona, U. of-Colombia	26.86
Calif. St. Col.-L.A.-Chile	26.81
Central St. U.-Nigeria	26.80
Marquette U.-Brazil	26.40
Kansas St.-Dom. Repub.	26.39
Washington U.-Bolivia	26.09
Camp D. Crozier-Dom. Repub.	26.00
Ohio U.-Cameroon	25.84
Oregon St. U.-India	25.69
Cornell-Lat. Am. Reg.	25.62
Rutgers U.-Jamaica	25.50
New Mexico St.-El Salvador	25.13
Georgetown U.-Colombia	25.11
New Mexico U.-Colombia	25.10
Indiana U.-Sierre Leone	25.00
N. Illinois U.-Malaysia	24.95
Exp. Int. Liv.-Jamaica	24.94
Denver, U. of-Ecuador	24.86
Syracuse U.-Malawi (1963)	24.84
Oklahoma, U. of-Peru	24.64
S. Illinois U.-Honduras	24.57
New York U.-Brazil	24.40
Lincoln U.-Tanzania	24.36
Wisconsin, U. of-Milw.-Peru	24.29
Calif., U. of-Venezuela	24.27
Columbia Soc. Wk.-Colombia	24.16
Syracuse U.-Malawi (1964)	24.12
Utah St.-Iran	24.10
Texas, U. of-Morocco	24.09
Calif., U. of-India	24.08
Portland St. Col.-Iran	24.00
S. Illinois U.-Tunisia	24.00
Arizona St. -Brazil	24.00
N. Carolina U.-Malawi	23.97
Brandeis U.-Bolivia	23.92
Columbia Tchrs. Col.-Nigeria	23.90
New Mexico U.-Venezuela	23.89
UCLA-Sierre Leone	23.88
St. Louis U.-Costa Rica	23.81
E. Michigan U.-Somali	23.75
New Mexico U.-Chile	23.27
Nebraska, U. of-Colombia	23.26
N. Carolina St.-Chile	23.22
New Mexico U.-Colombia	23.12
Missouri U.-Kan. City-Colombia	23.05
Syracuse-Tanzania	22.73
Howard U.-Gabon	22.55
Hawaii U.-Thailand	22.50
Oberlin-Fr. W. Africa	22.35
Denver, U. of-Venezuela	22.21
New Mexico U.-Brazil	21.88
Portland St. Col.-Turkey	21.27
Roberts Col.-Turkey	21.16
New Mexico St.-Colombia	20.83
UCLA-Nigeria	19.08
Oregon, U. of-Nepal	18.94

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[a] The Scheffé test indicates no significant differences betwee any particular pairs of programs.

Factor 9--Sensuousness--Males[a]

$(\bar{X} = 12.80 \quad \sigma = 1.15, F = 1.14 \quad p = NS)$

Arizona, U. of-Colombia	14.32
Missouri, U. of,-Kan. City-Col.	14.26
Calif. St. Col.-L.A.-Chile	13.58
Marquette U.-Brazil	13.53
Calif. St. Col.-L.A.-Colombia	13.46
Indiana U.-Sierre Leone	13.33
Wisconsin, U. of-Milw.-Peru	13.24
N. Carolina St.-Chile	13.06
Denver, U. of-Ecuador	13.00
Washington U.-Bolivia	13.00
Colombia Soc. Wk.-Colombia	13.00
Portland St. Col.-Turkey	12.65
Utah St.-Iran	12.59
Syracuse U.-Malawi (1963)	12.55
Howard U.-Gabon	12.55
Camp D. Crozier-Dom. Repub.	12.50
New Mexico St.-El Salvador	12.38
Maryland, U. of-Br. Hond.	12.35
Ohio U.-Cameroon	12.34
Hawaii, U. of-Thailand	12.31
New Mexico U.-Brazil	12.29
Rutgers U.-Jamaica	12.25
Cornell-Lat. Am. Reg.	12.15
Calif., U. of-India	12.14
Calif., U. of-Venezuela	12.04
N. Carolina U.-Malawi	12.00
New Mexico U.-Venezuela	12.00
New Mexico U.-Colombia	11.93
Oklahoma, U. of-Peru	11.91
Georgetown U.-Colombia	11.89
Lincoln U.-Tanzania	11.86
Kansas St.-Dom. Repub.	11.84
Brandeis U.-Bolivia	11.81
Exp. Int. Liv.-Jamaica	11.77
Central St. U.-Nigeria	11.74
N. Illinois U.-Malaysia	11.73
Roberts Col.-Turkey	11.63
Oregon St. U.-India	11.62
Nebraska, U. of-Colombia	11.54
Syracuse U.-Malawi (1963)	11.51
S. Illinois U.-Tunisia	11.48
New Mexico U.-Chile	11.47
UCLA-Nigeria	11.42
S. Illinois U.-Honduras	11.38
Arizona St.-Brazil	11.32
Portland St Col.-Iran	11.29
New York U.-Brazil	11.27
New Mexico U.-Colombia	11.25
UCLA-Sierre Leone	11.16
E. Michigan U.-Somali	11.03
Syracuse U.-Tanzania	11.00
Colombia Tchrs. Col.-Nigeria	10.98
Oberlin-Fr. W. Africa	10.90
Texas, U. of-Morocco	10.82
Denver, U. of-Venezuela	10.39
St. Louis U.-Costa Rica	10.23
Oregon, U. of-Nepal	9.50
New Mexico St.-Colombia	8.91

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 10--Friendliness--Males[a]
($\bar{X}$ = 11.76 σ = 1.38, F = 1.47 p = .05)

Denver, U. of.-Ecuador	13.59	Marquette U.-Brazil	11.53
Arizona, U. of-Colombia	13.27	Portland St. Col.-Iran	11.50
Calif. St. Col.-L.A.-Colombia	13.25	Camp D. Crozier-Dom. Rep.	11.43
Calif. St. Col.-L.A.-Chile	12.96	New York U.-Brazil	11.33
Denver, U. of-Venezuela	12.75	Wisconsin, U. of-Milw.-Peru	11.29
Cornell-Lat. Am. Reg.	12.69	Oregon St. U.-India	11.27
Howard U.-Gabon	12.64	Rutgers U.-Jamaica	11.25
New Mexico U.-Colombia	12.55	New Mexico St.-Colombia	11.17
Hawaii, U. of.-Thailand	12.54	Indiana U.-Sierre Leone	11.17
N. Carolina U.-Malawi	12.32	Nebraska, U. of-Colombia	11.14
Kansas St.-Dom. Repub.	12.19	Syracuse U.-Malawi (1964)	11.12
Calif., U. of-India	12.17	Oklahoma, U. of-Peru	11.07
Colombia Soc. Wk.-Colombia	12.00	Syracuse U.-Malawi (1963)	10.73
Exp. Int. Liv.-Jamaica	12.00	S. Illinois U.-Tunisia	10.72
Washington U.-Bolivia	11.82	Columbia Tchrs. Col.-Nigeria	10.66
Calif., U. of-Venezuela	11.77	Roberts Col.-Turkey	10.63
Brandeis U.-Bolivia	11.77	Ohio U.-Cameroon	10.63
Georgetown U.-Colombia	11.75	St. Louis U.-Costa Rica	10.54
New Mexico U.-Chile	11.73	Syracuse U.-Tanzania	10.53
E. Michigan U.-Somali	11.69	N. Illinois U.-Malaysia	10.46
New Mexico U.-Venezuela	11.68	Arizonia St.-Brazil	10.44
UCLA-Sierre Leone	11.65	S. Illinois U.-Honduras	10.29
Lincoln U.-Tanzania	11.64	Portland St. Col.-Turkey	10.08
New Mexico St.-El Salvador	11.63	New Mexico U.-Brazil	10.06
Maryland, U. of-Br. Hond.	11.60	Texas, U. of-Morocco	10.00
Utah St.-Iran	11.57	Oberlin-Fr. W. Africa	9.80
Calif. St. Col.-L.A.-Chile	11.56	Missouri, U.,Kan.City-Colom.	9.79
Central St. U.-Nigeria	11.55	UCLA-Nigeria	9.63
New Mexico U.-Colombia	11.54	Oregon, U. of-Nepal	9.28

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 11--Expressiveness-Constraint--Males[a]
($\overline{X} = 16.73$ $\sigma = .98$, $F = 1.35$ $p = .05$)

Arizona, U. of-Colombia	21.32	Roberts Col.-Turkey	17.53
Marquette U.-Brazil	20.60	Oregon, U. of-Nepal	17.50
Denver, U. of-Ecuador	20.50	E. Michigan U.-Somali	17.42
Calif. St. Col.-L.A.-Chile	20.19	Maryland, U. of-Br. Hond.	17.40
Columbia Soc. Wk.-Colombia	19.84	Columbia Tchrs. Col.-Nigeria	17.39
Wisconsin, U. of-Milw.-Peru	19.81	N. Carolina U.-Malawi	17.36
N. Carolina St.-Chile	19.75	New Mexico U.-Chile	17.33
Missouri U.-Kan. City-Colombia	19.68	Oklahoma, U. of-Peru	17.27
Portland St. Col.-Turkey	19.46	N. Illinois U.-Malaysia	17.27
S. Illinois U.-Tunisia	19.44	Syracuse U.-Malawi (1964)	17.24
Calif. St. Col.-L.A.-Colombia	19.43	Calif., U. of-India	17.22
Rutgers U.-Jamaica	19.25	New Mexico U.-Venezuela	17.21
Calif., U. of-Venezuela	19.15	New Mexico U.-Colombia	17.20
Utah St.-Iran	19.14	Portland St. Col.-Iran	17.11
UCLA-Nigeria	19.08	Ohio U.-Cameroon	17.03
Cornell-Lat. Am. Reg.	19.08	Brandeis U.-Bolivia	16.92
Exp. Int. Liv.-Jamaica	18.77	UCLA-Sierre Leone	16.90
Denver, U. of-Venezuela	18.18	New Mexico St.-El Salvador	16.63
New Mexico U.-Brazil	18.12	S. Illinois U.-Honduras	16.57
Washington U.-Bolivia	18.09	Oberlin-Fr. W. Africa	16.50
Georgetown U.-Colombia	17.95	Central St. U.-Nigeria	16.43
Hawaii, U. of-Thailand	17.89	Nebraska, U. of-Colombia	16.29
Kansas St.-Dom. Repub.	17.87	Arizona St.-Brazil	16.28
New Mexico U.-Colombia	17.85	St. Louis U.-Costa Rica	16.19
Syracuse U.-Malawi (1963)	17.82	New York U.-Brazil	16.13
Oregon St. U.-India	17.79	Howard-Gabon	16.09
Camp D. Crozier-Dom. Repub.	17.77	Syracuse U.-Tanzania	15.73
Indiana U.-Sierre Leone	17.72	New Mexico St.-Colombia	15.44
Lincoln U.-Tanzania	17.71	Texas, U. of-Morocco	13.91

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 12--Egoism-Diffidence--Males[a]

($\overline{X}$ = 9.1859 σ = 1.27, F = 2.72 p = .001)

Missouri U.-Kan. City-Colombia	14.63
Portland St. Col.-Turkey	12.46
Howard U.-Gabon	9.59
Arizona, U. of-Colombia	9.41
Exp. Int. Liv.-Jamaica	9.24
Washington U.-Bolivia	9.18
Rutgers U.-Jamaica	9.17
Denver, U. of-Ecuador	9.05
Calif., U. of-Venezuela	9.00
Columbia Soc. Wk.-Colombia	8.89
Calif. St. Col.-L.A.-Chile	8.85
Wisconsin, U. of-Milw.-Peru	8.81
New Mexico U.-Chile	8.73
New Mexico U.-Brazil	8.64
N. Carolina St.-Chile	8.61
Calif., U. of-India	8.53
Calif. St. Col.-L.A.-Colombia	8.43
New York U.-Brazil	8.33
UCLA-Nigeria	8.33
Hawaii, U. of-Thailand	8.31
Utah St.-Iran	8.31
Denver, U. of-Venezuela	8.29
Camp. D. Crozier-Dom. Repub.	8.13
New Mexico St.-El Salvador	8.00
Central St. U.-Nigeria	7.92
Indiana U.-Sierre Leone	7.89
Marquette U.-Brazil	7.80
Brandeis U.-Bolivia	7.77
New Mexico U.-Colombia	7.76
Maryland, U. of-Br. Hond.	7.75
Ohio U.-Cameroon	7.66
Syracuse U.-Malawi (1963)	7.63
Syracuse U.-Malawi (1964)	7.54
Lincoln U.-Tanzania	7.43
New Mexico U.-Colombia	7.40
New Mexico U.-Venezuela	7.37
Oklahoma, U. of-Peru	7.36
Nebraska, U. of-Colombia	7.34
N. Carolina U.-Malawi	7.23
UCLA-Sierre Leone	7.20
Oregon St. U.-India	7.13
N. Illinois U.-Malaysia	7.09
Texas, U. of-Morocco	7.00
Georgetown U.-Colombia	7.00
St. Louis U.-Costa Rica	6.96
New Mexico St.-Colombia	6.91
Kansas St.-Dom. Repub.	6.90
Oregon, U. of-Nepal	6.78
S. Illinois U.-Honduras	6.76
E. Michigan U.-Somali	6.75
Roberts Col.-Turkey	6.73
Oberlin-Fr. W. Africa	6.65
Syracuse U-Tanzania	6.60
Columbia Tchrs. Col.-Nigeria	6.59
Arizona St.-Brazil	6.56
Portland St. Col.-Iran	6.54
S. Illinois U.-Tunisia	6.32
Cornell-Lat. Am. Reg.	5.15

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 1--Self Assertion--Females[a]
$(\bar{X} = 16.65 \quad \sigma = 1.99, F = 1.71, p = .01)$

Camp. D. Crozier-Dom. Repub.	23.27
Calif. St. Col.-L.A.-Chile	23.27
Calif., U. of-Venezuela	22.36
Denver, U. of-Venezuela	20.59
So. Illinois U.-Tunisia	20.32
Denver, U. of-Ecuador	20.20
Lincoln U.-Tanzania	20.09
Utah, U. of-Morocco	19.97
Nebraska, U. of-Colombia	19.92
Hawaii, U. of-Thailand	19.79
Syracuse U.-Malawi (1963)	19.64
Colombia Soc. Wk.-Colombia	19.52
St. Louis U.-Costa Rica	19.46
UCLA-Nigeria	19.40
N. Carolina St.-Chile	19.36
Indiana U.-Sierre Leone	19.31
Georgetown U.-Colombia	19.23
New Mexico U.-Venezuela	19.20
New Mexico U.-Colombia	19.10
North Carolina U.-Malawi	19.07
New Mexico St.-Colombia	19.03
Washington U.-Bolivia	19.00
Arizona St.-Brazil	18.91
Missouri U.-Kan. City-Colombia	18.85
S. Illinois U.-Honduras	18.79
New York U.-Brazil	18.79
Wisconsin, U. of-Milw.-Peru	18.20
New Mexico U.-Brazil	17.95
N Illinois U.-Malaysia	17.94
Portland St. Col.-Turkey	17.92
Brandeis U.-Bolivia	17.80
Kansas St.-Dom. Repub.	17.68
Oberlin-Fr. W. Africa	17.46
UCLA-Sierre Leone	17.33
E. Michigan U.-Somali	17.21
UCLA-Togo	16.94
Texas, U. of-Morocco	16.79
Marquette U.-Brazil	16.69
Rutgers U.-Jamaica	16.58
New Mexico U.-Chile	16.50
Columbia Tchrs. Col.-Nigeria	16.21
Cornell-Lat. Am. Reg.	15.92
Brooklyn Col.-Colombia	15.86
Syracuse U.-Malawi (1964)	15.83
Ohio U.-Cameroon	15.71
Syracuse U.-Tanzania	15.34
Roberts Col.-Turkey	14.39
Maryland, U. of-Br. Hond.	14.27

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 2--Audacity-Timidity--Females[a]

($\overline{X}$ = 14.70 σ = 2.21, F = 2.43 p = .001)

Missouri U. Kan. City-Colombia	20.04	Marquette U.-Brazil	15.50
Portland St. Col.-Turkey	19.17	Columbia Tchrs. Col.-Nigeria	15.46
Texas, U. of-Morocco	18.47	UCLA-Togo	15.44
Calif, U. of-Venezuela	18.21	Columbia Soc. Wk.-Colombia	15.13
Brandeis U.-Bolivia	17.85	New Mexico U.-Colombia	15.03
Indiana U.-Sierre Leone	17.81	Arizona St.-Brazil	15.00
Wisconsin, U. of-Milw.-Peru	17.65	Syracuse U.-Malawi (1964)	15.00
Utah, U. of-Morocco	17.38	New Mexico U.-Chile	14.93
Camp D. Crozier-Dom. Repub.	17.36	Denver, U. of-Ecuador	14.75
Washington U.-Bolivia	16.95	Rutgers U.-Jamaica	14.42
UCLA-Nigeria	16.64	UCLA-Sierra Leone	14.33
So. Ill. U.-Tunisia	16.63	New Mexico U.-Venezuela	14.30
Calif. St. Col.-L.A.-Chile	16.53	N. Carolina St.-Chile	14.27
Syracuse U.-Malawi (1963)	16.45	New Mexico U.-Brazil	14.05
N. Carolina U.-Malawi	16.36	So. Ill. U.-Honduras	13.79
Nebraska, U. of-Colombia	16.23	Oberlin-Fr. W. Africa	13.50
New York U.-Brazil	16.11	Kansas St.-Dom. Repub.	13.42
Cornell-Lat. Am. Reg.	16.08	Ohio U.-Cameroon	13.35
New Mexico St.-Colombia	16.00	N. Ill. U.-Malaysia	13.31
Denver, U. of-Venezuela	15.95	Georgetown U.-Colombia	13.27
Lincoln U.-Tanzania	15.91	Syracuse U.-Tanzania	13.23
Hawaii, U. of-Thailand	15.67	Maryland, U. of-Br. Hond.	12.73
E. Mich. U.-Somali	15.57	Roberts Col.-Turkey	12.04
St. Louis U.-Costa Rica	15.54	Brooklyn Col.-Colombia	11.93

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 3--Intellectual Interests--Females[a]
($\bar{X}$ = 25.00 σ = 3.21, F = 4.76 p = .001)

High	
Cornell-Latin Amer. Reg.	31.38
Indiana U.-Sierre Leone	30.91
Brandeis U.-Bolivia	30.65
So. Ill. U.-Honduras	30.26
Utah, U. of-Morocco	30.21
UCLA-Nigeria	30.08
Medium	
Calif., U. of-India	29.86
E. Mich. U.-Somali	29.79
Lincoln U.-Tanzania	29.73
Camp. D. Crozier-Dom. Rep.	29.55
UCLA-Sierre Leone	29.33
Col. Tchrs. Coll.-Nigeria	29.13
New Mexico U.-Colombia	28.84
Arizona St.-Brazil	28.82
Wiscon., U. of, Milw.-Peru	28.80
Washington U.-Bolivia	28.79
Texas, U. of-Morocco	28.74
Ohio U.-Cameroon	28.71
Hawaii, U. of-Thailand	28.63
Cal. St. Coll., L.A.-Chile	28.60
Columbia So. Wk.-Colombia	28.57
Georgetown U.-Colombia	28.32
New Mexico St.-Colombia	28.21
Syracuse U.-Malawi (1963)	28.18
N. Carolina St.-Chile	28.09
Nebraska, U. of-Colombia	28.08
Syracuse U.-Malawi (1964)	27.92
N. Ill. U.-Malaysia	27.75
Marquette U.-Brazil	27.69
Denver, U. of-Venezuela	27.68
New York U.-Brazil	27.69
New Mexico U.-Chile	27.64
St. Louis U.-Costa Rica	27.54
UCLA-Togo	27.38
Denver, U. of-Ecuador	26.80
Rutgers U.-Jamaica	26.75
Syracuse U.-Tanzania	26.51
Kansas St.-Dom. Repub.	26.47
New Mexico U.-Brazil	26.00
New Mexico U.-Venezuela	26.00
N. Carolina U.-Malawi	25.86
Brooklyn Col.-Colombia	25.43
So. Ill. U.-Honduras	24.79
Maryland, U. of-Br. Hond.	23.73
Roberts Col.-Turkey	23.52
Oberlin-Fr. W. Africa	22.96
Missouri U.-Kan. City-Colom.	18.89
Low	
Portland St. Col.-Turkey	15.71

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

Factor 4--Motivation--Females[a]

($\bar{X} = 25.53$ $\sigma = 2.27$, $F = 6.39$ $p = .001$)

High

So. Illinois U.-Tunisia	32.05
Camp D. Crozier-Dom. Repub.	32.00
Georgetown U.-Colombia	31.32
Utah, U. of-Morocco	31.00
Cornell-Lat. Am. Reg.	31.00
E. Michigan U.-Somali	30.93
Hawaii, U. of-Thailand	30.63
Brandeis U.-Bolivia	30.45
Ohio U.-Cameroon	30.35
Arizona St.-Brazil	30.18
Rutgers U.-Jamaica	30.17
New Mexico U.-Colombia	30.00
Indiana U.-Sierre Leone	29.81
New Mexico U.-Chile	29.78
Calif. St. Col.-L.A.-Chile	29.73
New Mexico U.-Venezuela	29.50
Texas, U. of-Morocco	29.47
Syracuse U.-Malawi (1964)	29.45
N. Illinois U.-Malaysia	29.36
New Mexico St.-Colombia	29.34

Medium

UCLA-Sierre Leone	29.33
Syracuse U.-Malawi (1963)	29.27
Denver, U. of-Venezuela	29.05
St. Louis U.-Costa Rica	28.96
Kansas St.-Dom. Repub.	28.84
Columbia Soc. Wk.-Colombia	28.74
Nebraska, U. of-Colombia	28.69
Wisconsin, U. of-Milw.-Peru	28.25
UCLA-Nigeria	28.20
New York U.-Brazil	28.07
Calif. U. of-Venezuela	28.00
Marquette U.-Brazil	27.78
Denver, U. of-Ecuador	27.75
Washington U.-Bolivia	27.74
Lincoln U.-Tanzania	27.73
N. Carolina St.-Chile	27.73
Columbia Tchrs. Col.-Nigeria	27.17
Syracuse U.-Tanzania	27.06
New Mexico U.-Brazil	27.00
UCLA-Togo	26.25
Roberts Col.-Turkey	25.74
Brooklyn Col.-Colombia	25.43
So. Illinois U.-Honduras	25.37
N. Carolina U.-Malawi	25.36
Oberlin-Fr. W. Africa	24.96
Maryland, U. of-Br. Hond.	23.73

Low

Portland St. Col.-Turkey	18.63
Missouri U.-Kan. City-Colom.	17.07

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

Factor 5--Applied Interests--Females[a]
$(\bar{X} = 15.46 \quad \sigma = 1.41, F = 3.30 \quad p = .001)$

Camp. D. Crozier-Dom. Repub.	21.27
Texas, U. of-Morocco	19.47
N. Carolina St.-Chile	19.27
Brandeis U.-Bolivia	18.85
Calif., U. of-Venezuela	18.71
Nebraska, U. of Colombia	18.38
New Mexico St.-Colombia	18.05
Columbia Tchrs. Col.-Nigeria	17.92
Arizona St.-Brazil	17.68
Maryland, U. of-Br. Hond.	17.64
Utah, U. of-Morocco	17.48
Cornell-Lat. Am. Reg.	17.38
Syracuse U.-Malawi (1964)	17.38
New Mexico U.-Venezuela	17.30
Rutgers U.-Jamaica	16.67
New Mexico U.-Chile	16.57
Syracuse U.-Malawi (1963)	16.55
Kansas St.-Dom. Repub.	16.53
Marguette U.-Brazil	16.38
New Mexico U.-Brazil	16.30
Indiana U.-Sierre Leone	16.19
Denver, U. of-Venezuela	15.95
New Mexico U.-Colombia	15.90
So. Illinois U.-Honduras	15.84
Washington U.-Bolivia	15.84
N. Illinois U.-Malaysia	15.69
Calif. St. Col.-L.A.-Chile	15.67
N. Carolina U.-Malawi	15.57
Wisconsin, U. of Milw.-Peru	15.50
Columbia Soc. Wk.-Columbia	15.52
Ohio U.-Cameroon	15.41
Lincoln U.-Tanzania	15.36
Georgetown U.-Colombia	15.23
St. Louis U.-Costa Rica	15.17
New York U.-Brazil	15.04
UCLA-Togo	14.88
UCLA-Nigeria	14.76
UCLA-Sierre Leone	14.67
Brooklyn Col.-Colombia	14.64
Denver, U. of-Ecuador	14.40
Hawaii, U. of Thailand	14.21
E. Michigan U.-Somali	14.07
So. Illinois U.-Tunisia	13.68
Syracuse U.-Tanzania	13.34
Missouri U. Kan. City-Colom.	13.32
Portland St. Col.-Turkey	11.83
Oberlin-Fr. W. Africa	10.46
Roberts Col.-Turkey	9.74

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 6--Orderliness--Females[a]

($\bar{X} = 19.55$ $\sigma = 3.12$, $F = 2.51$ $p = .001$)

Maryland U. of-Br. Hond.	21.55	Syracuse U.-Malawi (1964)	18.13
Texas U. of-Morocco	20.79	Syracuse U.-Malawi (1963)	17.91
N. Carolina St.-Chile	20.27	Columbia Soc. Wk.-Colombia	17.61
New Mexico U.-Venezuela	20.20	N. Carolina U.-Malawi	17.29
Brooklyn Col.-Colombia	20.14	So. Illinois U.-Tunisia	17.11
Portland St. Col.-Turkey	20.13	Calif. St. Col.-L.A.-Chile	17.07
Columbia Tchrs. Col.-Nigeria	20.04	Denver, U. of-Venezuela	17.05
New Mexico U.-Brazil	20.00	Marquette U.-Brazil	16.84
Kansas St.-Dom. Repub.	19.95	Washington U.-Bolivia	16.79
Missouri U.-Kan. City-Colombia	19.93	New Mexico U.-Chile	16.79
Georgetown U.-Colombia	19.82	UCLA-Togo	16.63
So. Illinois U.-Honduras	19.63	New York U.-Brazil	16.46
Arizona St.-Brazil	19.32	Syracuse U.-Tanzania	16.46
New Mexico St.-Colombia	19.26	Utah, U. of-Morocco	16.38
New Mexico U.-Colombia	19.26	UCLA-Sierre Leone	16.33
Nebraska U. of-Colombia	19.23	St. Louis U.-Costa Rica	16.29
Camp. D. Crozier-Dom. Repub.	19.18	Denver, U. of-Ecuador	16.05
Brandeis U.-Bolivia	19.00	Indiana U.-Sierre Leone	16.03
N. Illinois U.-Malaysia	18.75	UCLA-Nigeria	15.96
Lincoln U.-Tanzania	18.55	Hawaii, U. of-Thailand	16.33
Cornell-Lat. Am. Reg.	18.54	Oberlin-Fr. W. Africa	14.73
Rutgers U.-Jamaica	18.50	E. Michigan U.-Somali	13.86
Calif., U. of-Venezuela	18.29	Wisconsin, U. of, Milw.-Peru	13.65
Ohio U.-Cameroon	18.18	Roberts Col.-Turkey	11.87

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 7--Submissiveness--Females[a]

($\bar{X}$ = 23.16 σ = 2.03, F = 2.96 p = .001)

Washington U.-Bolivia	28.32	N. Carolina St.-Chile	25.91
So. Illinois U.-Tunisia	28.26	Utah, U. of-Morocco	25.86
Georgetown U.-Colombia	28.18	Cornell-Lat. Am. Reg.	25.85
Nebraska, U. of-Colombia	28.15	Denver, U. of-Venezuela	25.77
Maryland, U. of-Br. Hond.	28.09	Wisconsin, U. of-Milw.-Peru	25.55
Syracuse U.-Malawi (1964)	28.00	New Mexico U.-Colombia	25.55
Camp. D. Crozier-Dom. Repub.	27.91	New Mexico U.-Brazil	25.35
New Mexico U.-Venezuela	27.90	Indiana U.-Sierre Leone	25.31
Calif., St. Col.-L.A.-Chile	27.87	Denver, U. of-Ecuador	25.20
Rutgers U.-Jamaica	27.75	UCLA-Sierre Leone	25.17
Hawaii, U. of-Thailand	27.54	Brandeis U.-Bolivia	25.15
Ohio U.-Cameroon	27.29	New York U.-Brazil	25.11
Arizona St.-Brazil	27.05	So. Illinois U.-Honduras	25.05
New Mexico St.-Colombia	26.87	Colombia Tchrs. Col.-Nigeria	25.00
Kansas St.-Dom. Repub.	26.79	Lincoln U.-Tanzania	25.00
Brooklyn Col.-Colombia	26.79	Colombia Soc. Wk.-Colombia	24.70
E. Michigan U.-Somali	26.57	UCLA-Togo	24.56
N. Carolina U.-Malawi	26.29	Syracuse U.-Malawi (1963)	24.46
New Mexico U.-Chile	26.29	Roberts Col.-Turkey	24.39
N. Illinois U.-Malaysia	26.25	UCLA-Nigeria	24.20
Texas, U. of-Morocco	26.21	Oberlin-Fr. W. Africa	24.08
St. Louis U.-Costa Rica	26.21	Calif., U. of-Venezuela	22.86
Syracuse U.-Tanzania	26.11	Missouri U., Kan. City, Colombia	20.75
Marquette U.-Brazil	26.06	Portland St. Col.-Turkey	18.38

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 8--Closeness--Females[a]

($\bar{X}$ = 25.81 σ = 2.63, F = 2.14 p = .001)

Washington U.-Bolivia	30.42
Marquette U.-Brazil	29.13
Camp. D. Crozier-Dom. Repub.	29.09
Georgetown U.-Colombia	28.96
Hawaii, U. of-Thailand	28.75
So. Illinois U.-Tunisia	28.74
Syracuse U.-Malawi (1964)	28.21
Texas, U. of-Morocco	28.16
Lincoln U.-Tanzania	28.00
Calif. St. Col.-L.A.-Chile	28.00
Nebraska, U. of-Colombia	27.77
N. Carolina U.-Malawi	27.50
Arizona St.-Brazil	27.36
Brooklyn Col.-Colombia	27.36
Brandeis U.-Bolivia	27.30
New York U.-Brazil	27.29
Rutgers U.-Jamaica	27.25
Calif., U. of-Venezuela	27.14
Utah, U. of-Morocco	27.14
New Mexico St.-Colombia	27.13
Columbia Soc. Wk.-Colombia	27.09
So. Illinois U.-Honduras	26.95
N. Illinois U.-Malaysia	26.94
Kansas St.-Dom. Repub.	26.90
New Mexico U.-Venezuela	26.80
Wisconsin, U. of-Milw.-Peru	26.60
New Mexico U.-Brazil	26.55
Denver, U. of-Venezuela	26.55
Syracuse U.-Tanzania	26.51
Denver, U. of-Ecuador	26.50
Cornell-Lat. Am. Reg.	26.46
St. Louis U.-Costa Rica	26.46
Ohio U.-Cameroon	26.41
Indiana U.-Sierre Leone	26.28
UCLA-Togo	26.25
UCLA-Sierre Leone	26.17
UCLA-Nigeria	25.96
New Mexico U.-Chile	25.93
Maryland, U. of-Br. Hond.	25.82
Oberlin-Fr. W. Africa	25.39
New Mexico U.-Colombia	25.32
N. Carolina St.-Chile	25.18
Roberts Col.-Turkey	25.17
Columbia Tchrs. Col.-Nigeria	25.04
E. Michigan U.-Somali	24.50
Syracuse U.-Malawi (1963)	24.27
Missouri U.-Kan. City-Colombia	22.29
Portland St. Col.-Turkey	20.88

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 9--Sensuousness--Females[a]

($\overline{X}$ = 15.76 σ = 1.79, F = 1.33 p = NS)

Lincoln U.-Tanzania	16.82	New Mexico U.-Brazil	14.50
Brandeis U.-Bolivia	16.75	Arizona St.-Brazil	14.32
Texas, U. of-Morocco	16.63	Roberts Col.-Turkey	14.26
Washington U.-Bolivia	16.63	Nebraska, U. of-Colombia	14.23
UCLA-Nigeria	16.40	New Mexico U.-Venezuela	14.10
Camp. D. Crozier-Dom. Repub.	16.36	Cornell-Lat. Am. Reg.	14.08
Calif., U. of-Venezuela	16.07	New Mexico U.-Chile	14.07
Calif. St. Col.-L.A.-Chile	15.87	St. Louis U.-Costa Rica	14.04
Wisconsin, U. of-Milw.-Peru	15.85	New Mexico U.-Colombia	13.77
So. Illinois U.-Tunisia	15.79	Missouri U.-Kan. City-Colombia	13.75
Oberlin-Fr. W. Africa	15.73	Brooklyn Col.-Colombia	13.64
So. Illinois U.-Honduras	15.68	N. Illinois U.-Malaysia	13.63
Hawaii, U. of-Thailand	15.38	Syracuse U.-Malawi (1964)	13.58
Marquette U.-Brazil	15.38	N. Carolina St.-Chile	13.55
Utah, U. of-Morocco	15.31	Syracuse U.-Tanzania	13.54
Denver, U. of-Ecuador	15.20	Syracuse U.-Malawi (1963)	13.45
Georgetown U.-Colombia	15.05	Ohio U.-Cameroon	13.41
UCLA-Sierre Leone	15.00	Kansas St.-Dom. Repub.	13.32
Indiana U.-Sierre Leone	14.97	Rutgers U.-Jamaica	13.08
Columbia Soc. Wk.-Colombia	14.96	New Mexico St.-Colombia	13.05
N. Carolina U.-Malawi	14.79	E. Michigan U.-Somali	12.50
Denver, U. of-Venezuela	14.68	Columbia Tchrs. Col.-Nigeria	12.46
UCLA-Togo	14.63	Portland St. Col.-Iran	12.42
New York U.-Brazil	14.50	Maryland, U. of-Br. Honduras	12.00

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 10--Friendliness--Females[a]
($\bar{X}$ = 11.71 σ = 1.85, F = 1.43 p = .05)

Camp. D. Crozier-Dom. Repub.	13.82
Maryland, U. of-Br. Hond.	13.18
Nebraska, U. of-Colombia	13.00
Washington U.-Bolivia	12.89
N. Carolina U.-Malawi	12.79
Wisconsin, U. of-Milw.-Peru	12.55
Syracuse U.-Malawi (1964)	12.50
Utah, U. of-Morocco	12.38
So. Illinois U.-Tunisia	12.37
Georgetown U.-Colombia	12.32
Denver, U. of-Venezuela	12.27
Brandeis U.-Bolivia	12.25
Roberts Col.-Turkey	12.22
Brooklyn Col.-Colombia	12.21
Denver, U. of-Ecuador	12.20
New York U.-Brazil	12.18
Calif. St. Col.-L.A.-Chile	12.00
New Mexico U.-Colombia	12.00
Syracuse U.-Malawi (1963)	12.00
Ohio U.-Cameroon	11.94
N. Illinois U.-Malaysia	11.88
Oberlin-Fr. W. Africa	11.73
Hawaii, U. of-Thailand	11.63
Texas, U. of-Morocco	11.47
N. Carolina St.-Chile	11.45
E. Michigan U.-Somali	11.43
Syracuse U.-Tanzania	11.43
Columbia Soc. Wk.-Colombia	11.39
UCLA-Togo	11.31
Calif., U. of-Venezuela	11.21
New Mexico St.-Colombia	11.18
St. Louis U.-Costa Rica	11.17
Marquette U.-Brazil	11.13
New Mexico U.-Venezuela	11.10
New Mexico U.-Chile	11.07
Indiana U.-Sierre Leone	11.03
Rutgers U.-Jamaica	11.00
New Mexico U.-Brazil	11.00
So. Illinois U.-Honduras	10.84
Lincoln U.-Tanzania	10.82
Arizona St.-Brazil	10.68
UCLA-Nigeria	10.32
Cornell-Lat. Am. Reg.	10.15
Columbia Tchrs. Col.-Nigeria	10.13
Portland St. Col.-Turkey	10.08
Kansas St.-Dom. Repub.	9.95
Missouri U.-Kan. City-Colombia	9.75
UCLA-Sierre Leone	9.08

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[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 11--Expressiveness-Constraint--Females[a]

($\bar{X}$ = 20.27 σ = 2.30, F = 1.51 p = .01)

Calif. St. Col.-L.A.-Colombia	23.73
Washington U.-Bolivia	23.05
Wisconsin, U. of Milw.-Peru	22.55
Utah, U. of-Morocco	22.38
So. Illinois U.-Tunisia	21.95
UCLA-Nigeria	21.84
Denver, U. of-Ecuador	21.80
Calif., U. of-Venezuela	21.71
UCLA-Sierre Leone	21.58
Oberlin-Fr. W. Africa	21.50
Hawaii, U. of-Thailand	21.42
Denver, U. of-Venezuela	21.41
Georgetown U.-Colombia	20.91
Indiana U.-Sierre Leone	20.66
Roberts Col.-Turkey	20.65
Camp. D. Crozier-Dom. Repub.	20.55
Colombia Soc. Wk.-Colombia	20.52
New York U.-Brazil	20.50
Brandeis U.-Bolivia	20.40
N. Carolina U.-Malawi	20.29
St. Louis U.-Costa Rica	20.25
Marquette U.-Brazil	20.25
Nebraska, U. of-Colombia	20.23
New Mexico U.-Venezuela	20.10
UCLA-Togo	20.00
Texas, U. of-Morocco	19.95
Rutgers U.-Jamaica	19.75
Syracuse U.-Malawi (1963)	19.73
New Mexico U.-Chile	19.71
New Mexico U.-Colombia	19.71
Lincoln U.-Tanzania	19.64
So. Illinois U.-Honduras	19.47
Cornell-Lat. Am. Reg.	19.31
E. Michigan U.-Somali	19.21
Portland St. Col.-Turkey	18.96
Missouri U.-Kan. City-Colombia	18.89
New Mexico U.-Brazil	18.80
Kansas St.-Dom. Repub.	18.74
Columbia Tchrs. Col.-Nigeria	18.42
Syracuse U.-Malawi (1964)	18.38
Syracuse U.-Tanzania	18.37
N. Carolina St.-Chile	18.18
Arizona St.-Brazil	18.05
New Mexico St.-Colombia	17.95
Ohio U.-Cameroon	17.82
N. Illinois U.-Malaysia	17.75
Brooklyn Col.-Colombia	17.36
Maryland, U. of-Br. Hond.	15.27

---

[a] The Scheffé test indicates no significant differences between any particular pairs of programs.

Factor 12--Egoism-Diffidence--Females[a]

($\overline{X} = 8.72$ $\sigma = 1.01$, $F = 4.26$ $p = .001$)

High	
Missouri U.-Kan. City-Colombia	14.07
Medium	
Portland St. Col.-Turkey	11.88
Texas, U. of-Morocco	9.53
UCLA-Nigeria	9.28
Lincoln U.-Tanzania	9.09
Calif. U. of-Venezuela	8.86
Brandeis U.-Bolivia	8.85
Washington U.-Bolivia	8.84
Wisconsin, U. of-Milw.-Peru	8.80
UCLA-Togo	8.69
So. Illinois U.-Honduras	8.63
Marquette U.-Brazil	8.47
N. Carolina U.-Malawi	8.43
New Mexico U.-Venezuela	8.30
Denver, U. of-Ecuador	8.15
Calif. St. Col.-L.A.-Chile	8.13
Camp. D. Crozier-Dom. Repub.	8.09
Denver, U. of-Venezuela	8.09
Columbia Soc. Wk.-Colombia	8.04
Hawaii, U. of-Thailand	8.83
New Mexico U.-Brazil	7.80
New Mexico U.-Chile	7.79
Syracuse U.-Malawi (1963)	7.73
Oberlin-Fr. W. Africa	7.69
Arizona St.-Brazil	7.64
New York U.-Brazil	7.57
Indiana U.-Sierre Leone	7.50
Utah, U. of-Morocco	7.41
St. Louis U.-Costa Rica	7.38
So. Illinois U.-Tunsia	7.32
Kansas St.-Dom. Repub.	7.26
Georgetown U.-Colombia	7.05
Indiana U.-Sierre Leone	6.92
New Mexico St.-Colombia	6.87
Nebraska, U. of-Colombia	6.85
New Mexico U.-Colombia	6.81
Brooklyn Col.-Colombia	6.79
Columbia Tchrs. Col.-Nigeria	6.71
Syracuse U.-Malawi (1964)	6.71
Ohio U.-Cameroon	6.47
N. Carolina St.-Chile	6.45
N. Illinois U.-Malaysia	6.44
Cornell-Lat. Am. Reg.	6.38
Low	
Syracuse U.-Tanzania	6.11
Rutgers U.-Jamaica	5.92
Maryland, U. of-Br. Hond.	5.73
E. Michigan U.-Somali	5.36
Roberts Col.-Turkey	5.30

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[a] Differences between programs classified "High" and "Low" are the major sources of significance in the F ratio, according to the Scheffé test.

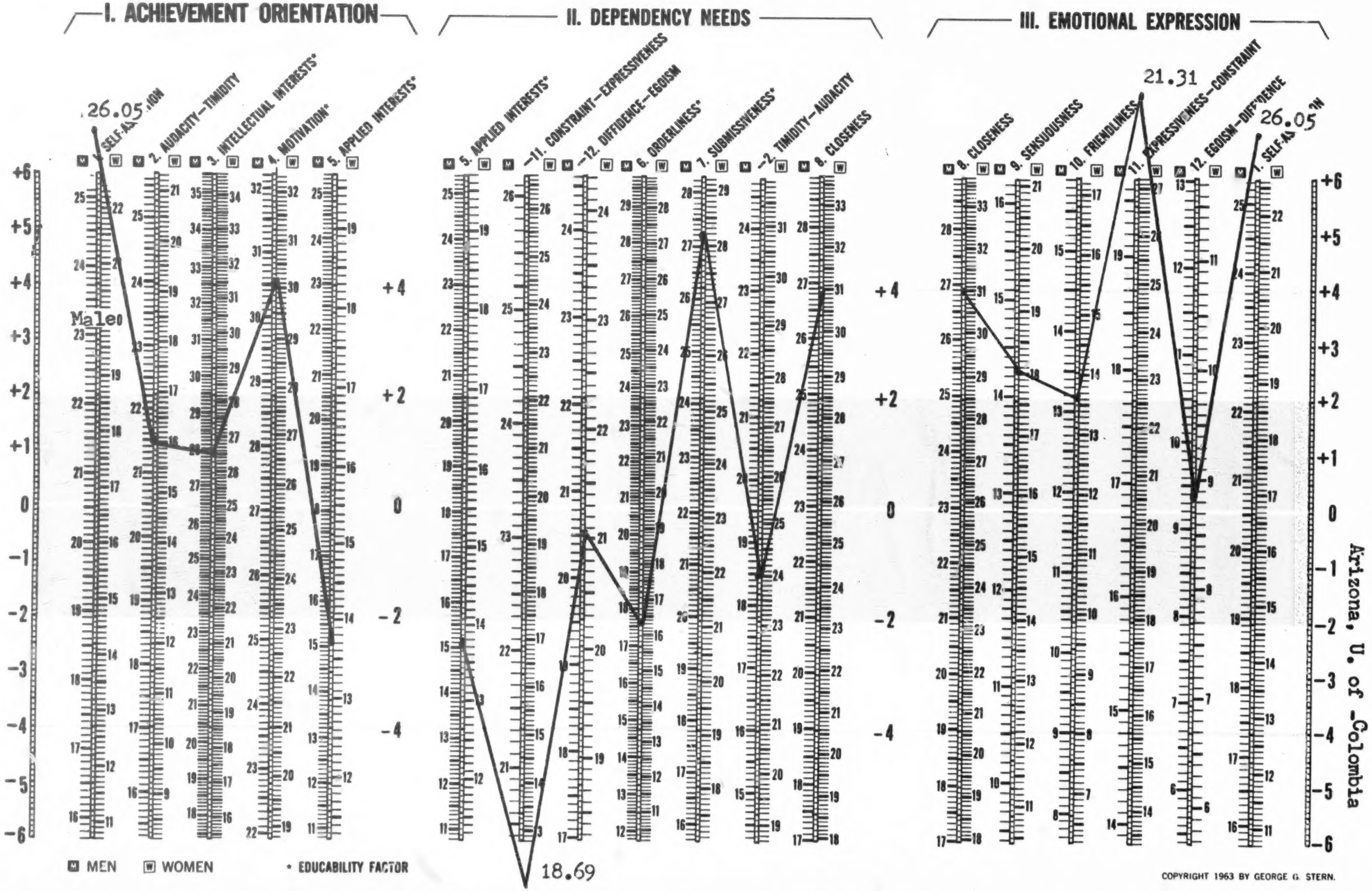
APPENDIX IX

PEACE CORPS TRAINING UNIT FACTOR SCORE PROFILES--ACTIVITIES INDEX

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0, \sigma = 2$)



GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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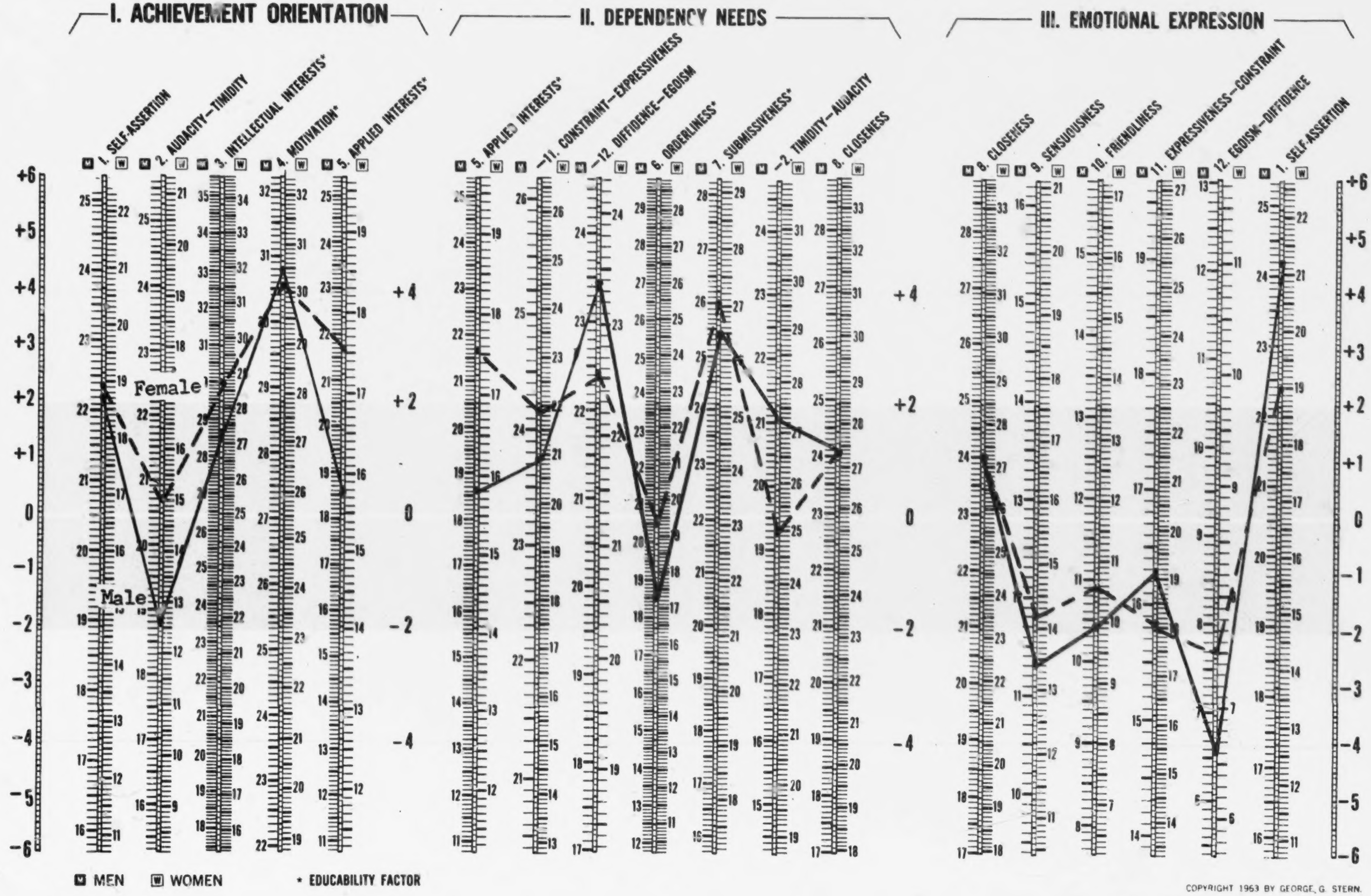
STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



Arizona State- Brazil

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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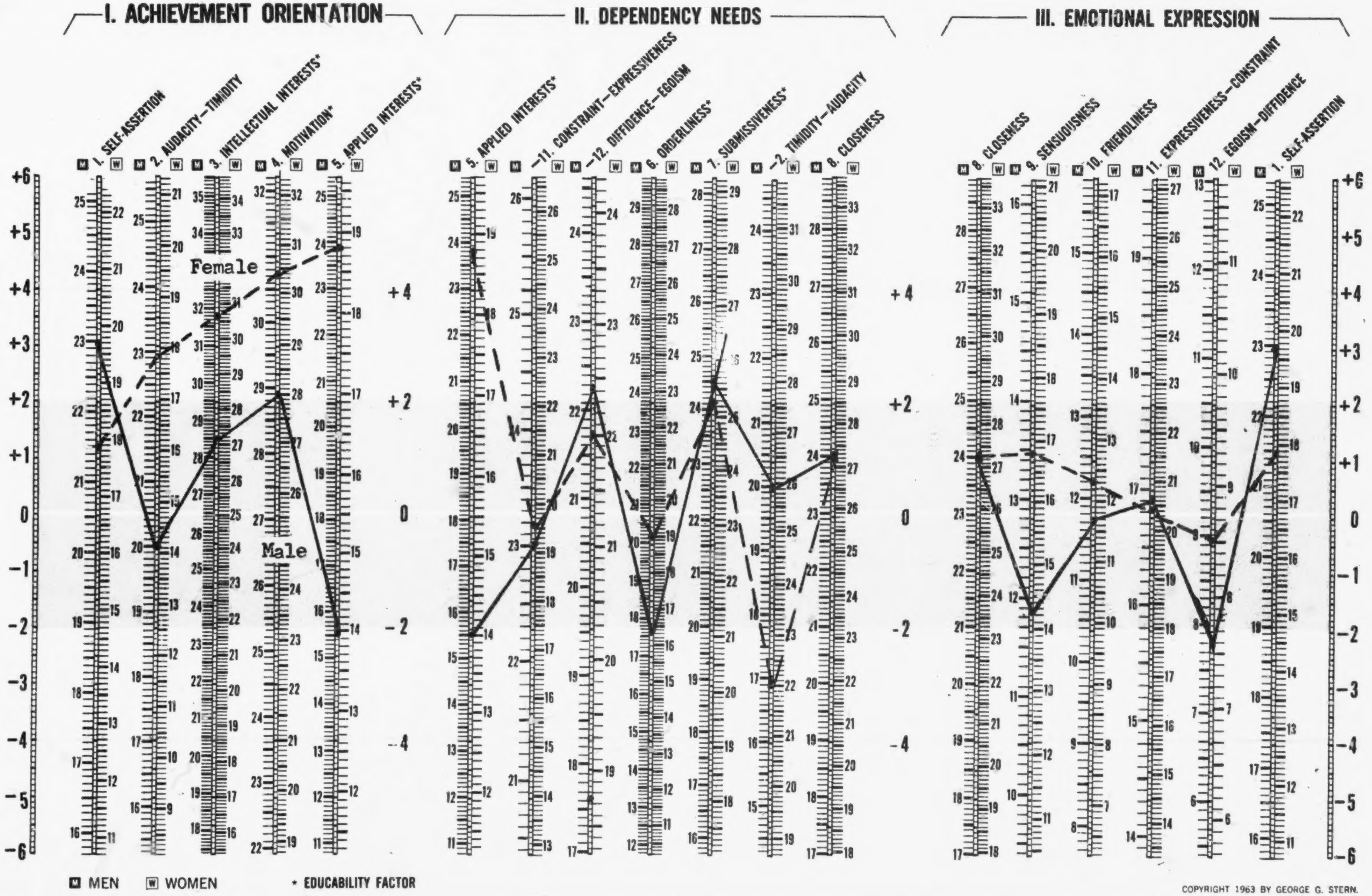

Brandis U. -Bolivia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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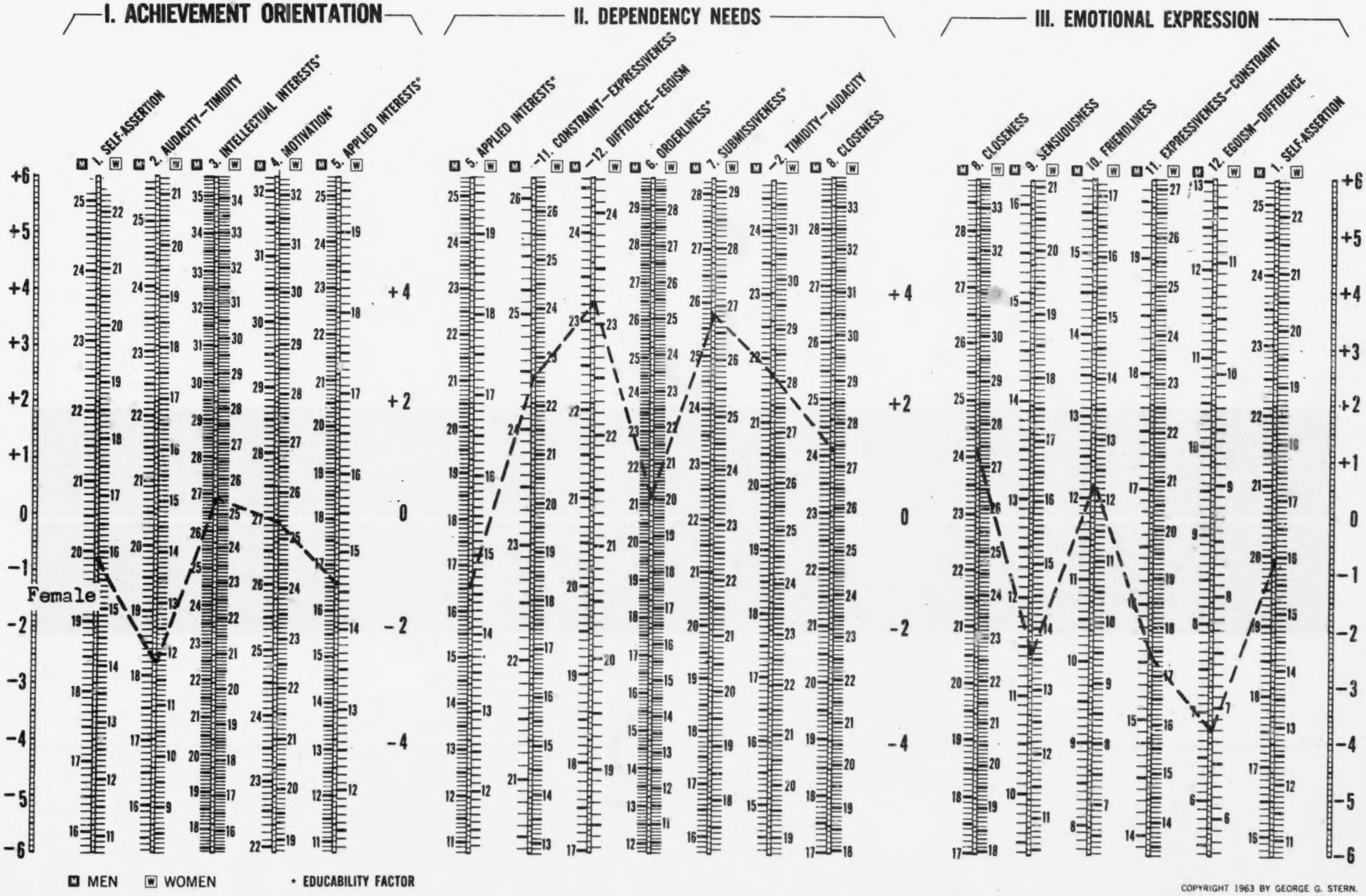

Brooklyn College-Colombia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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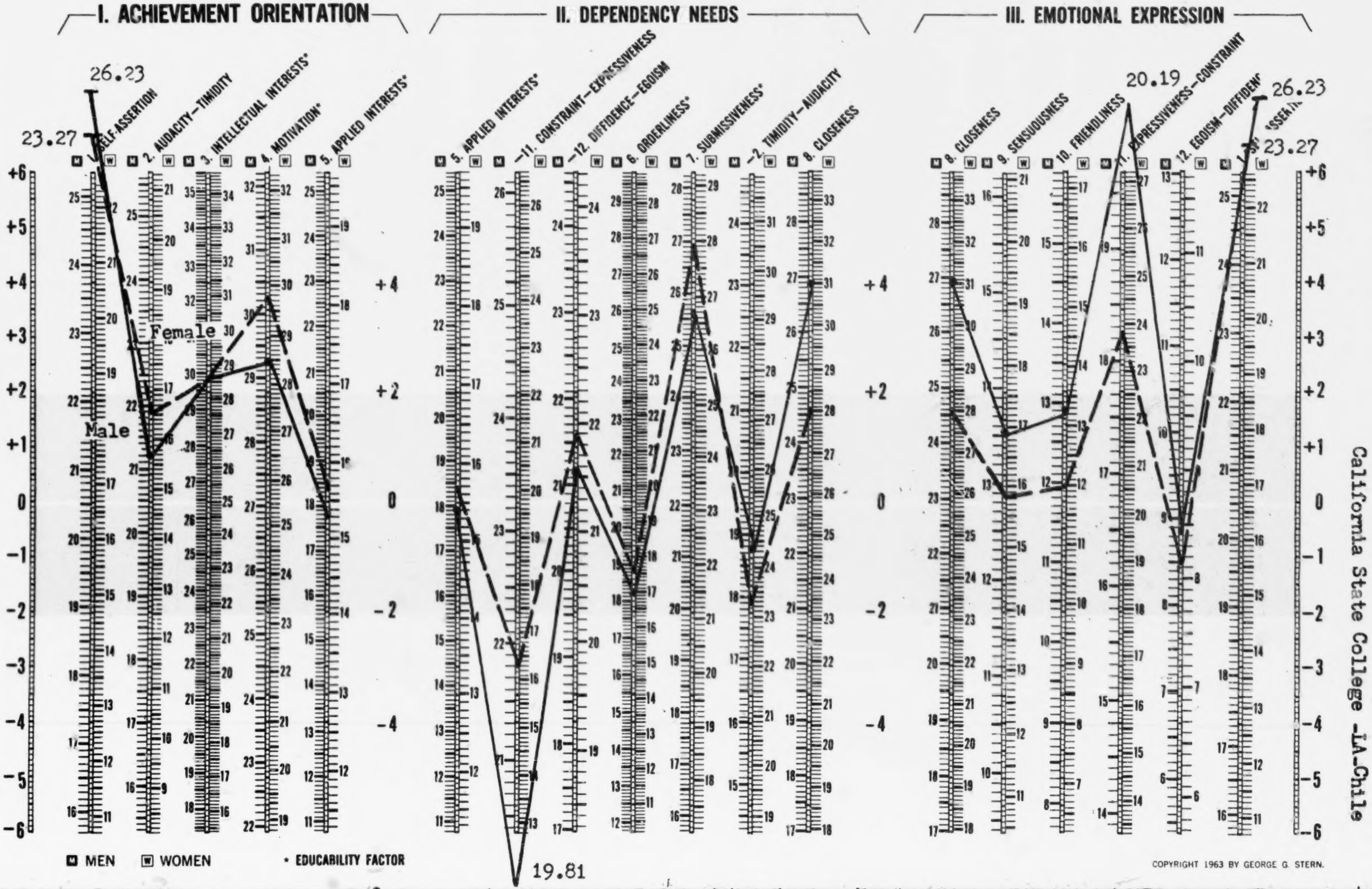
STANDARD SCORES ($\bar{X} = 0, \sigma = 2$)



California State College -LA-Chile

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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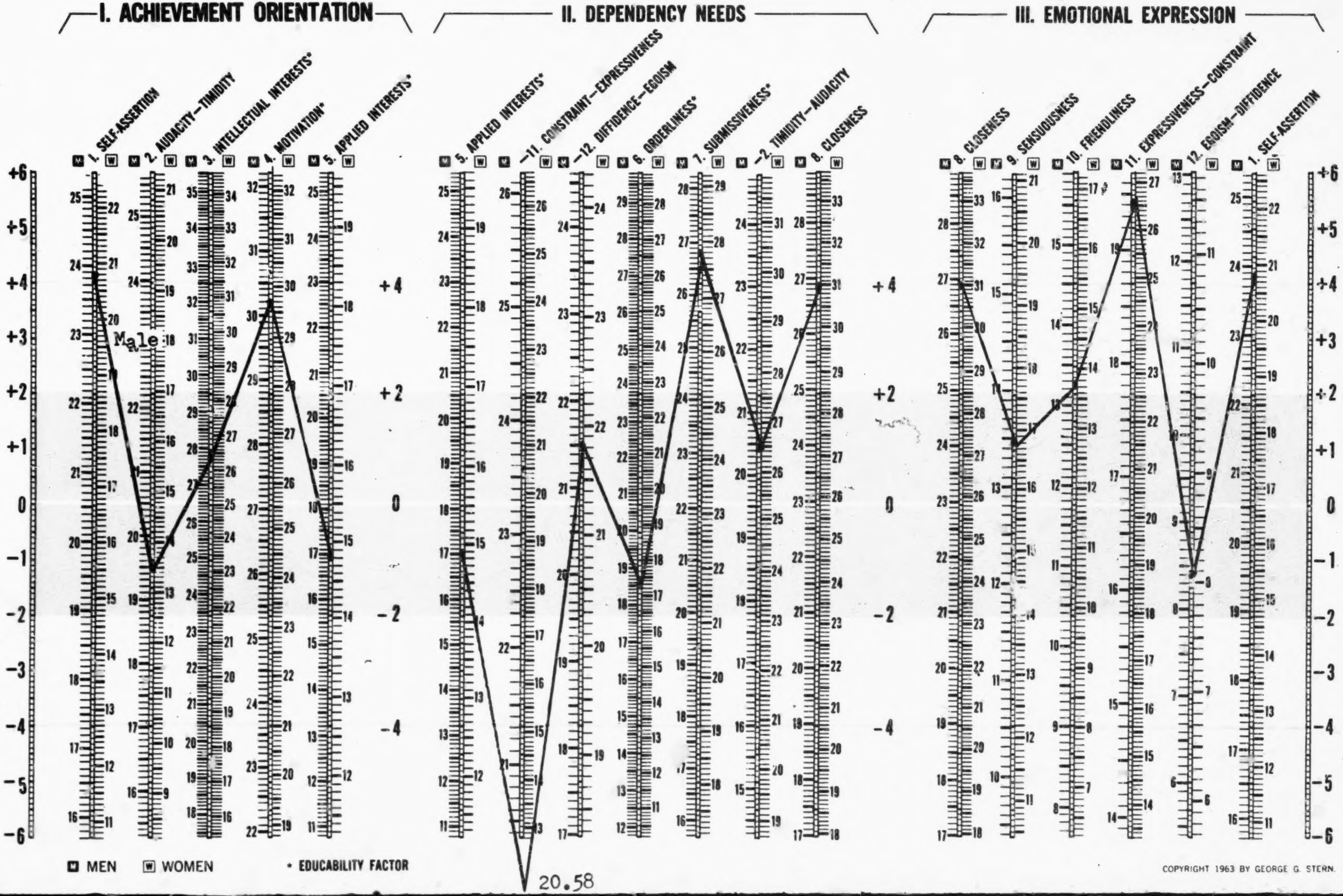
STANDARD SCORES ($\bar{X} = 0, \sigma = 2$)



California State College -LA -Colombia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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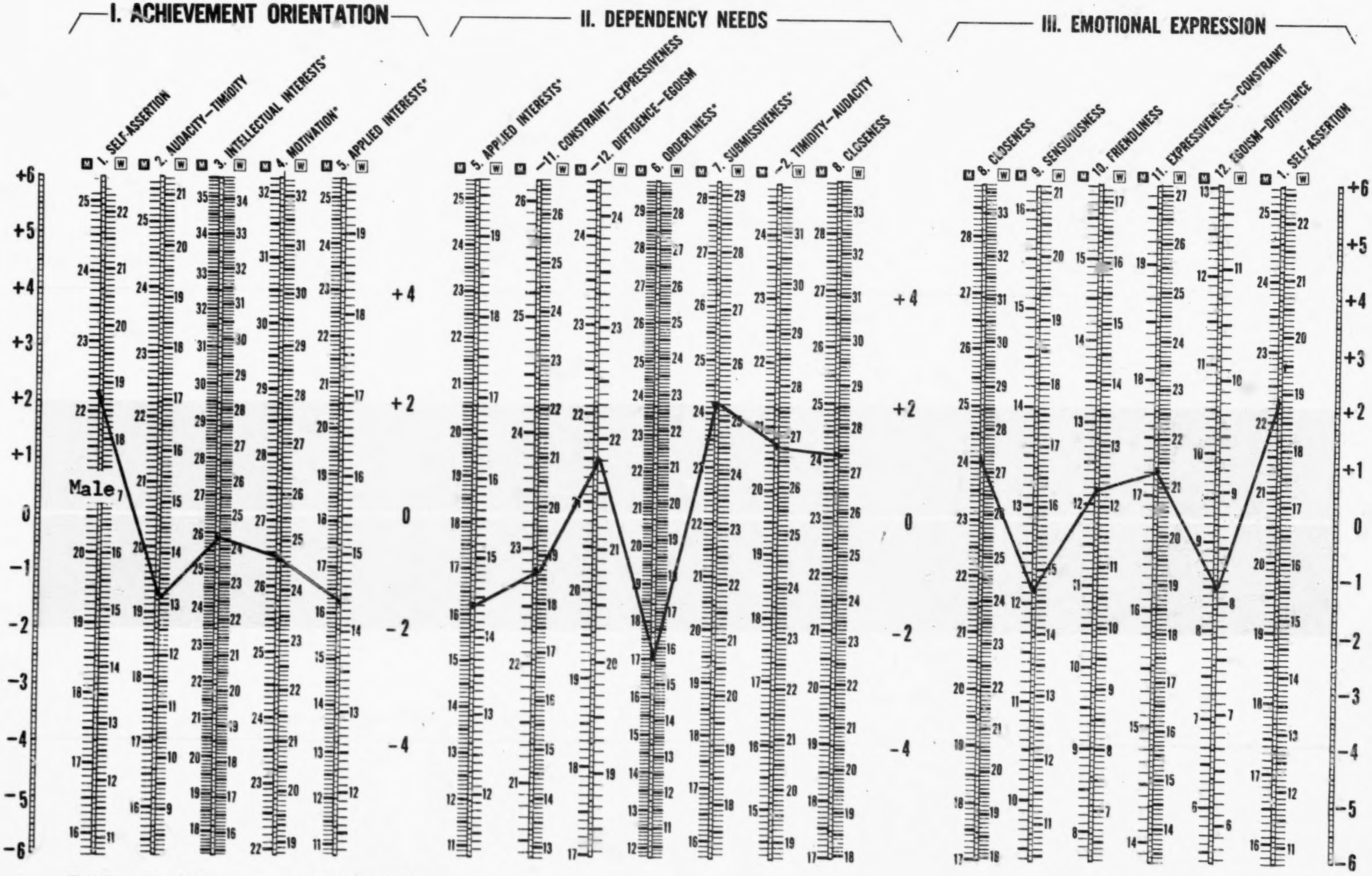

M MEN W WOMEN * EDUCABILITY FACTOR

California, U. of-India

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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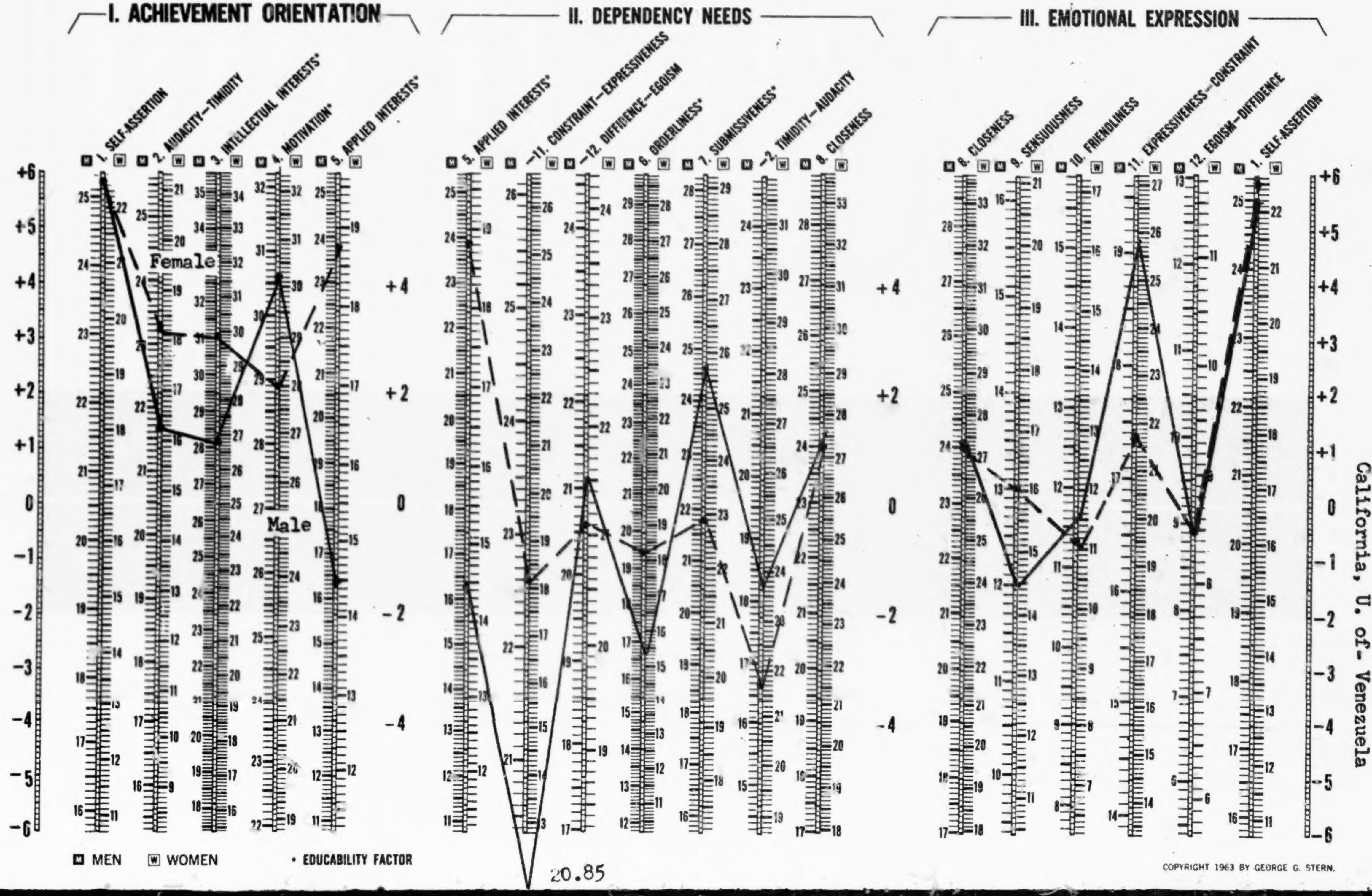
STANDARD SCORES ($\bar{X}=0$, $\sigma=2$)



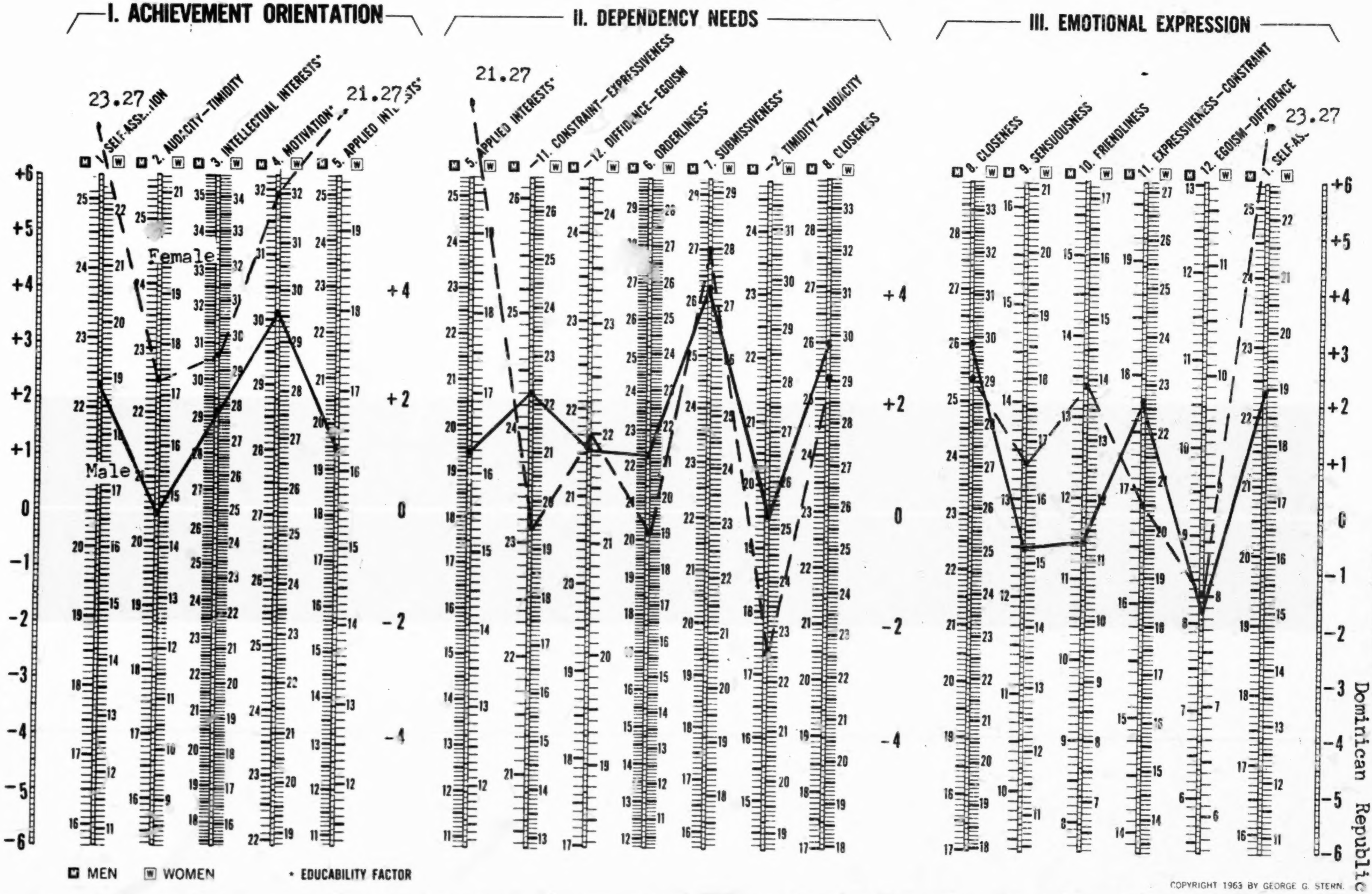
California, U. of- Venezuela

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)

Camp David Crozier-
Dominican Republic



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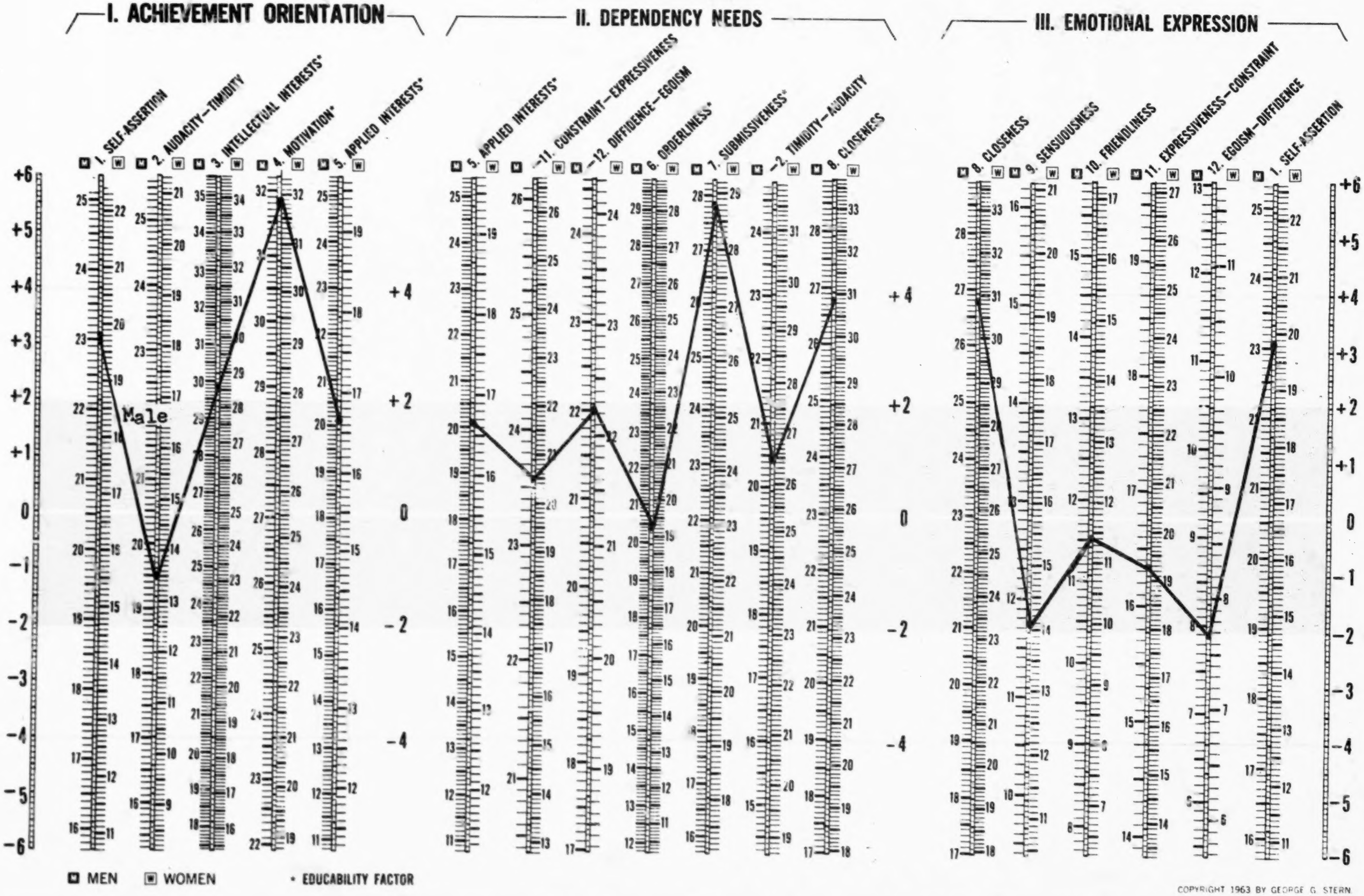


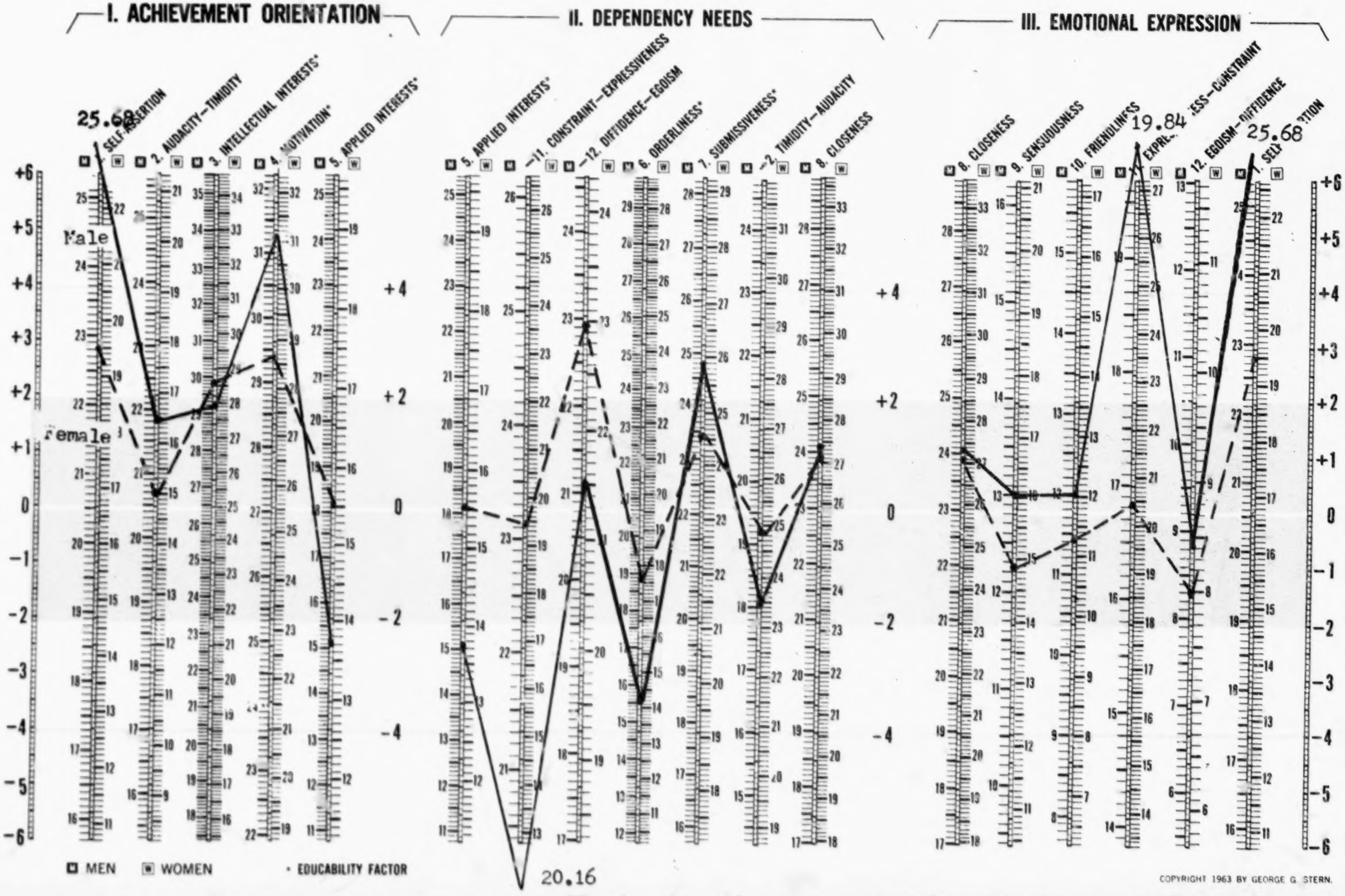
Central State U.-Nigeria

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)

Columbia Social Work-Colombia



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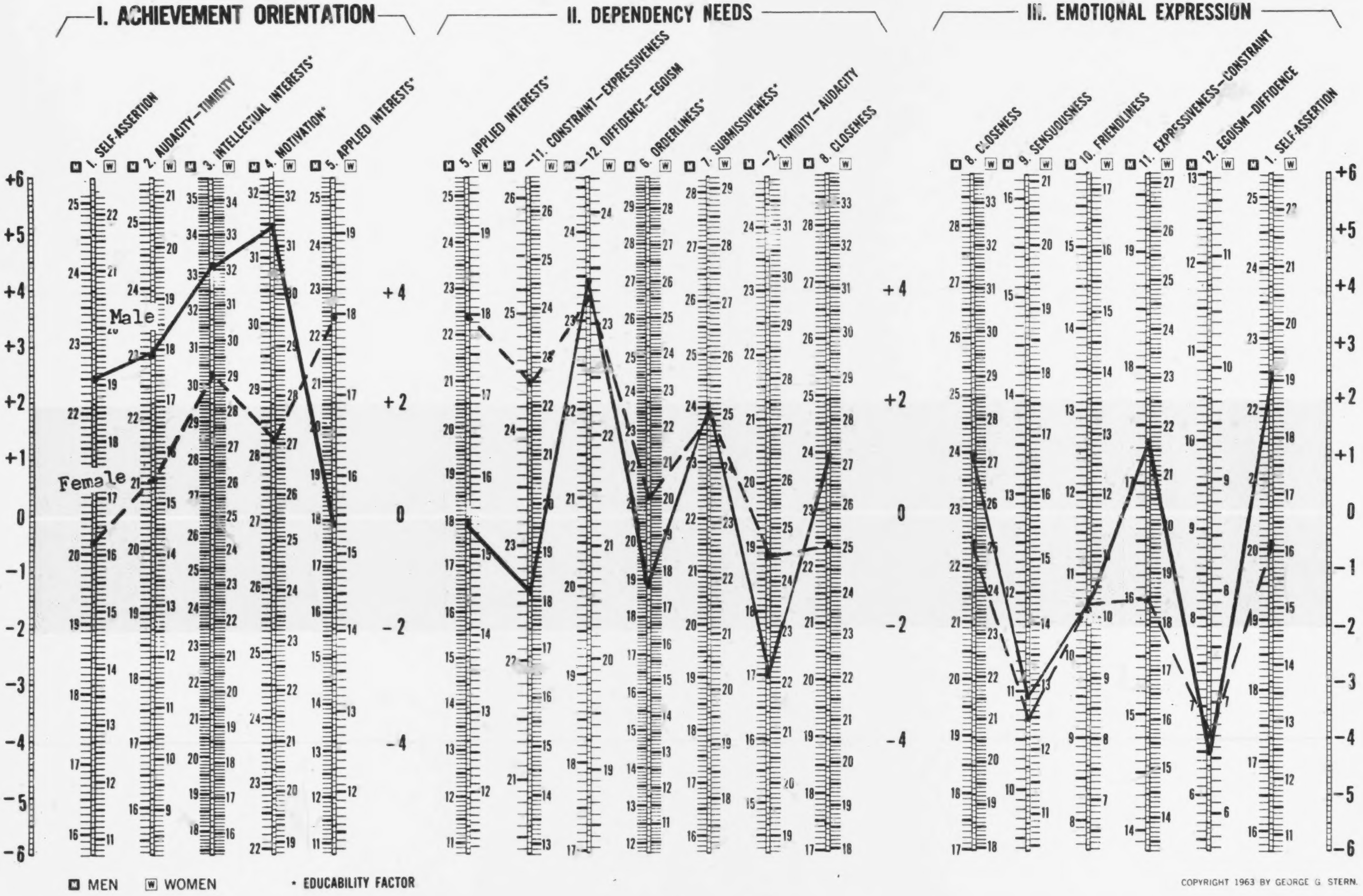
STANDARD SCORES ($\bar{X}=0,\ \sigma=2$)



Columbia U. -Nigeria

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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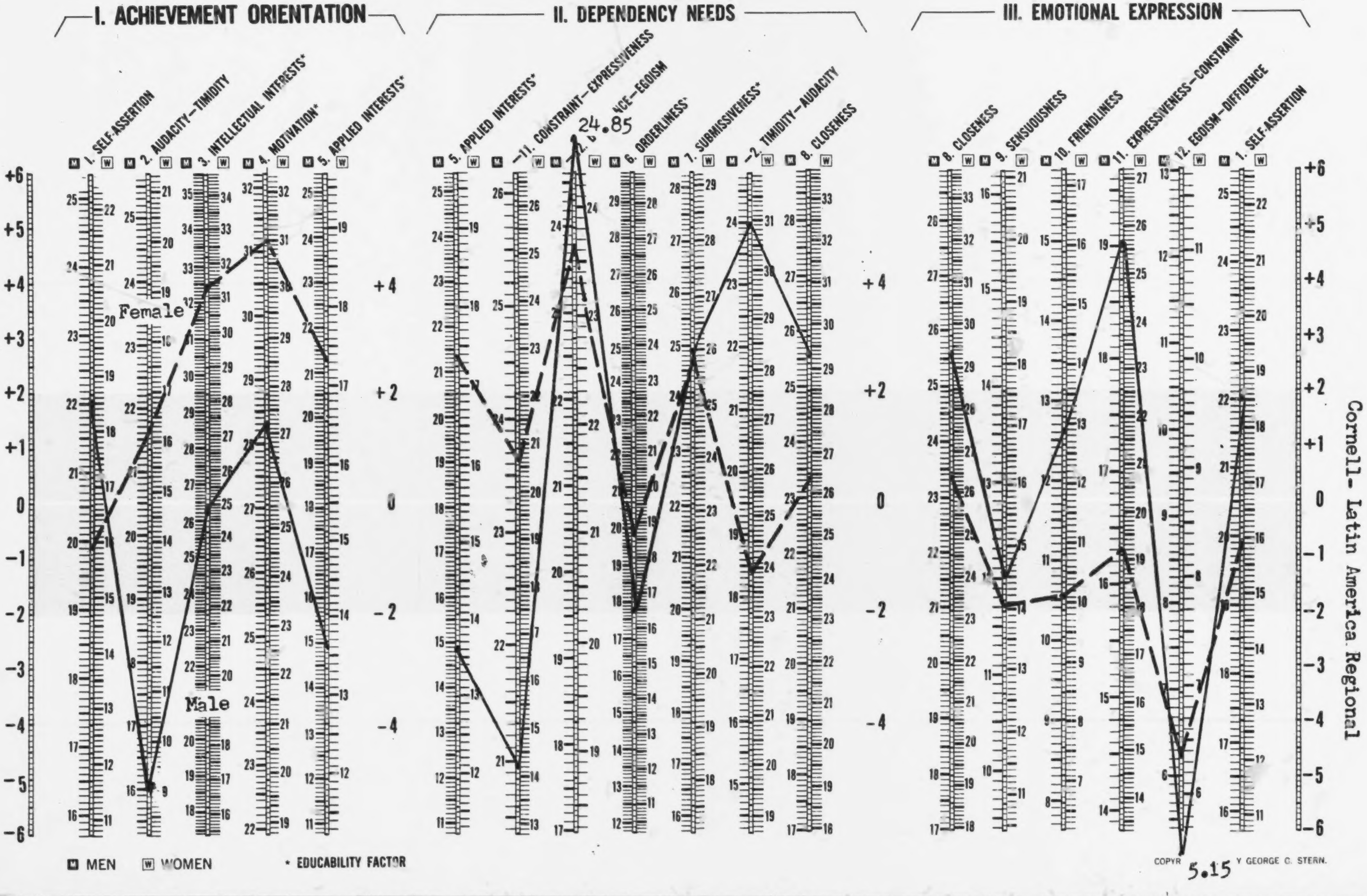

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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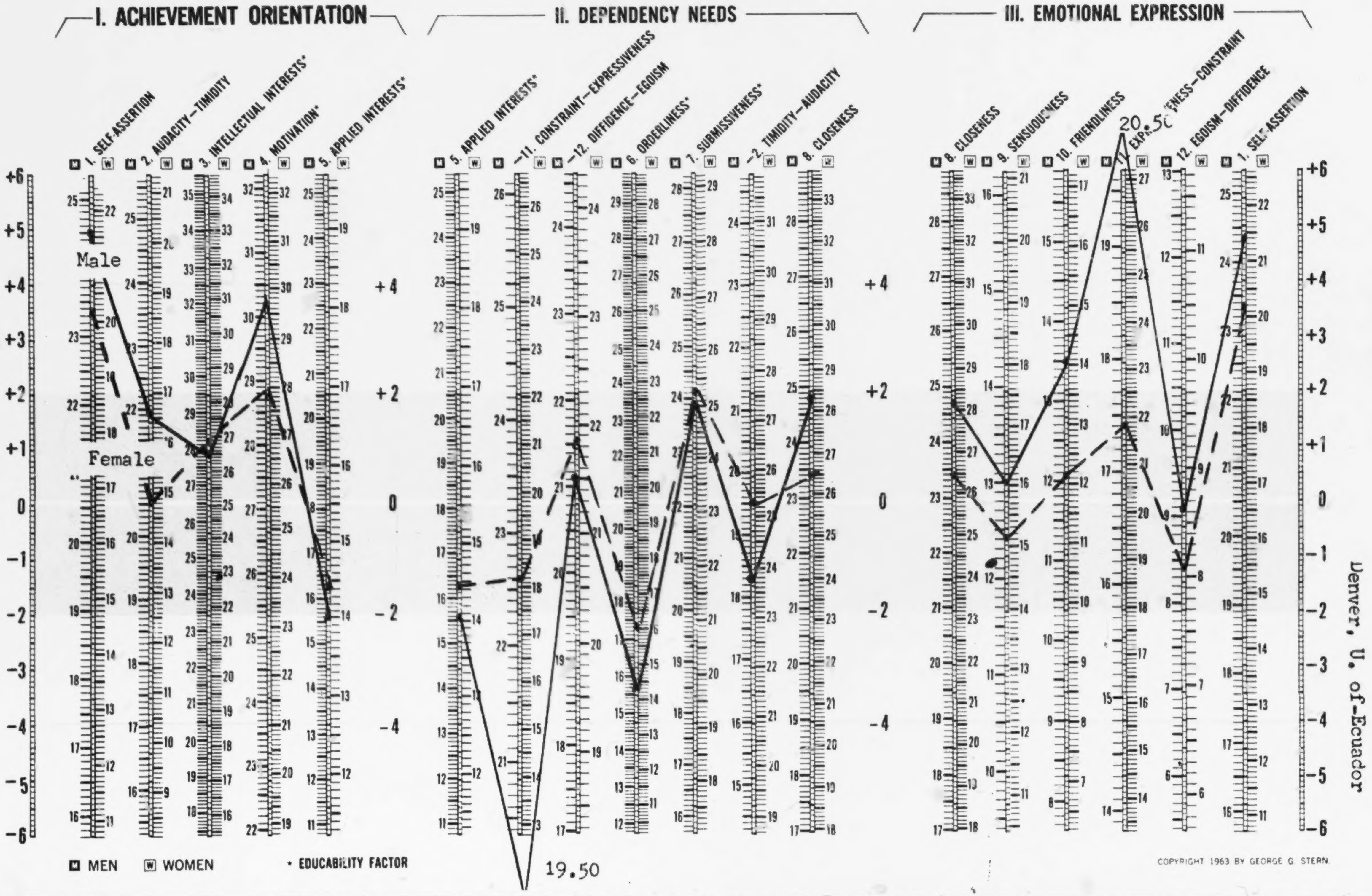

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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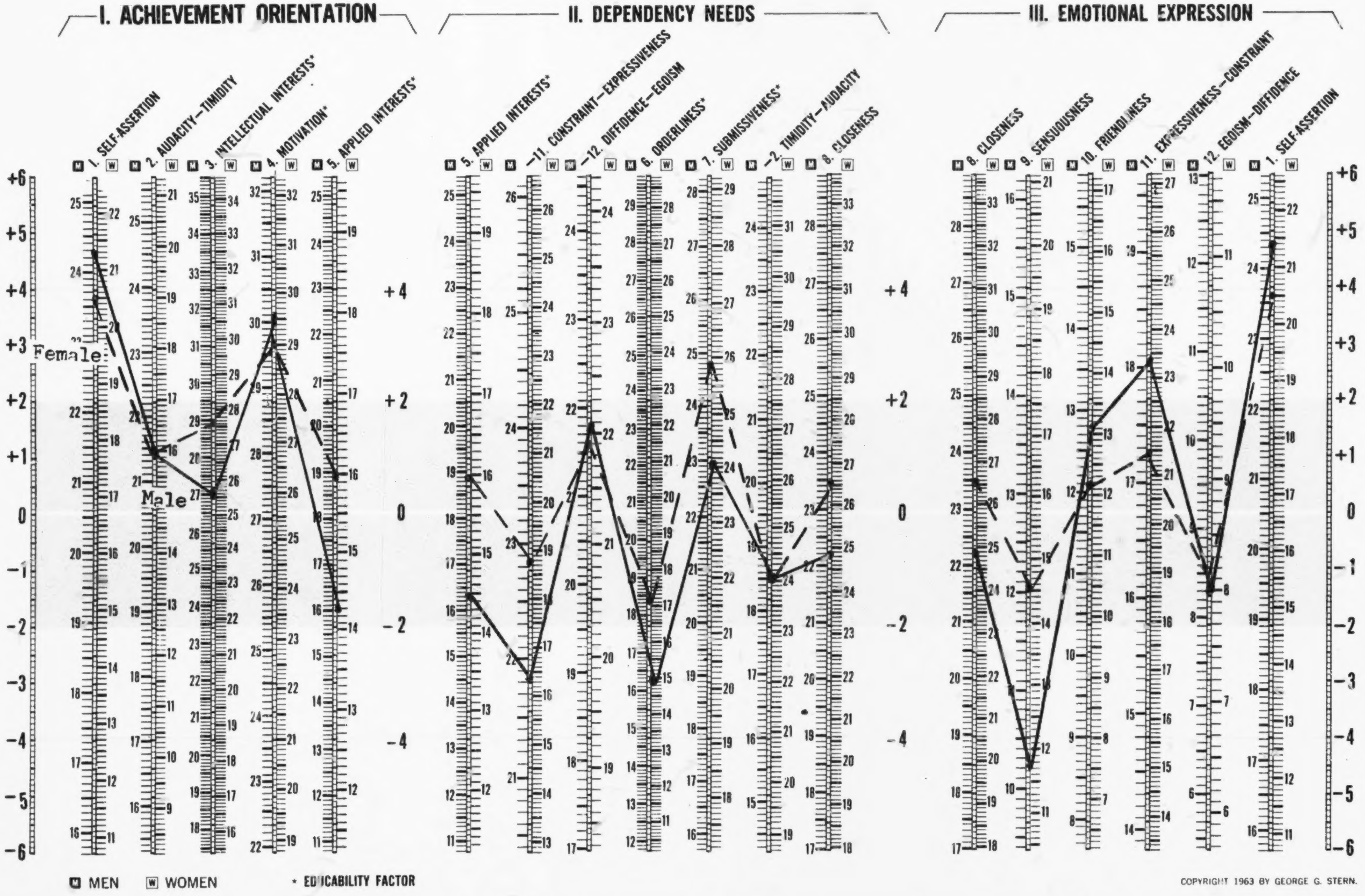

Denver, U. of-Venezuela

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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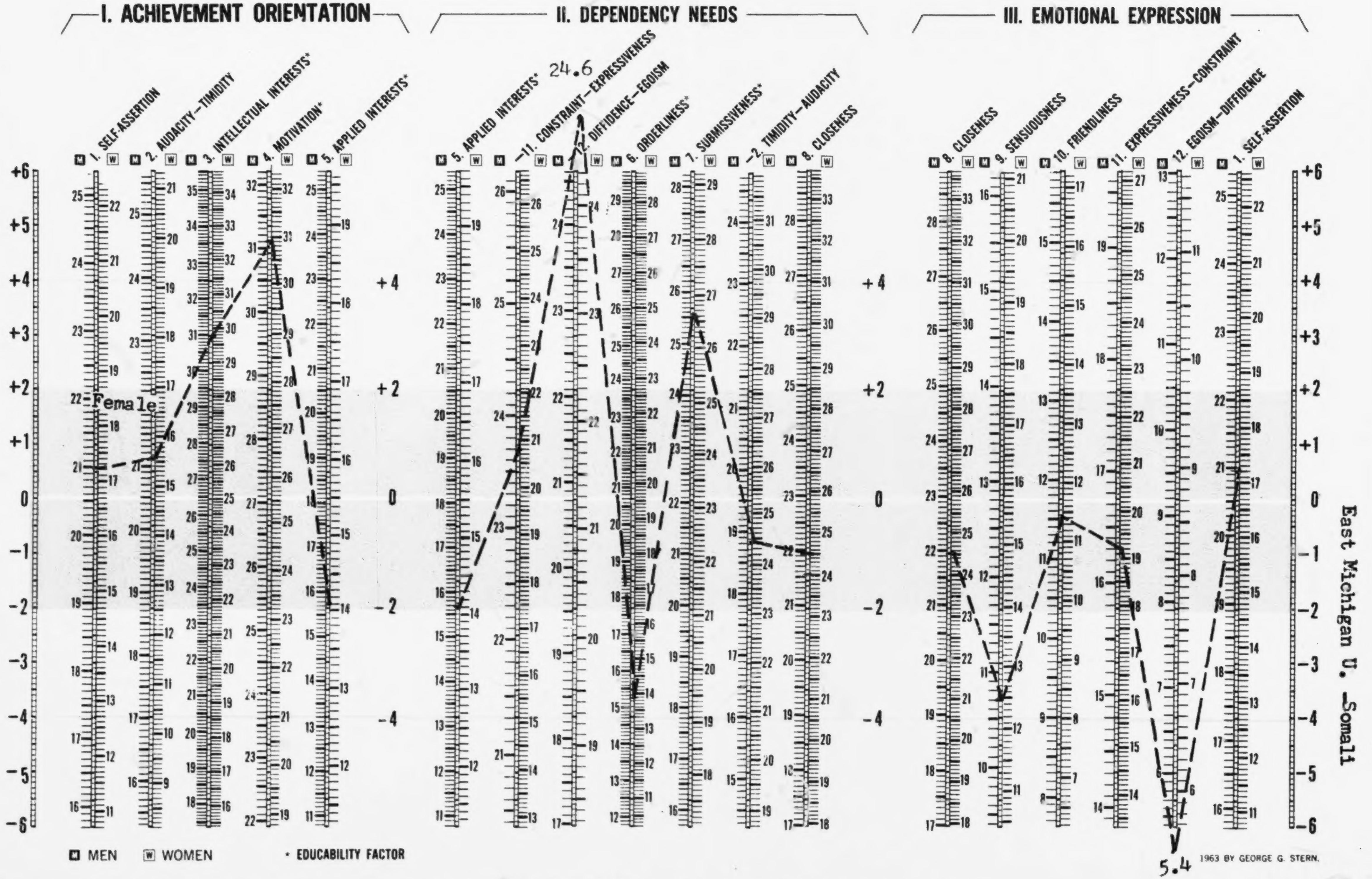

East Michigan U. -Somali

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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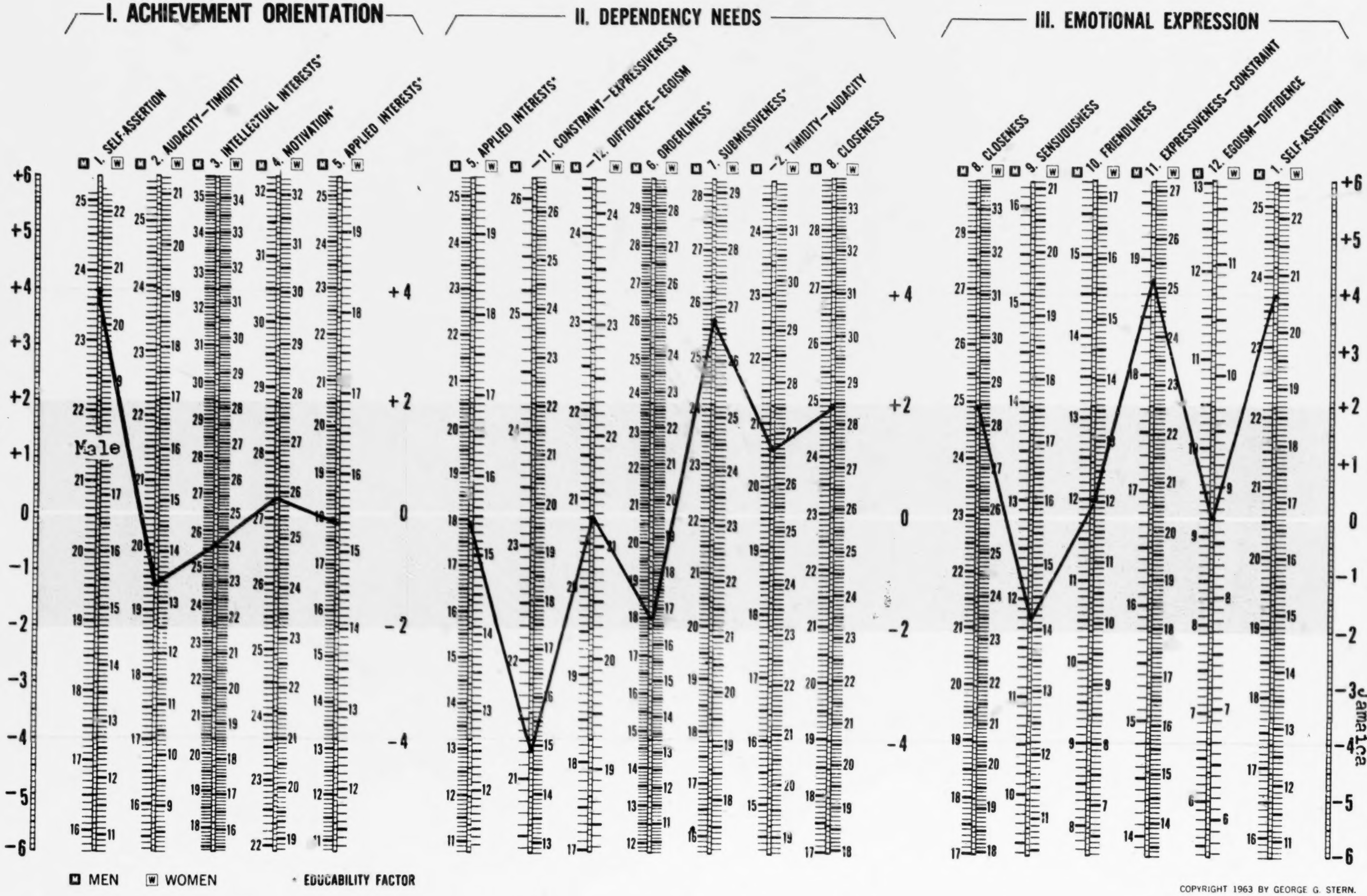

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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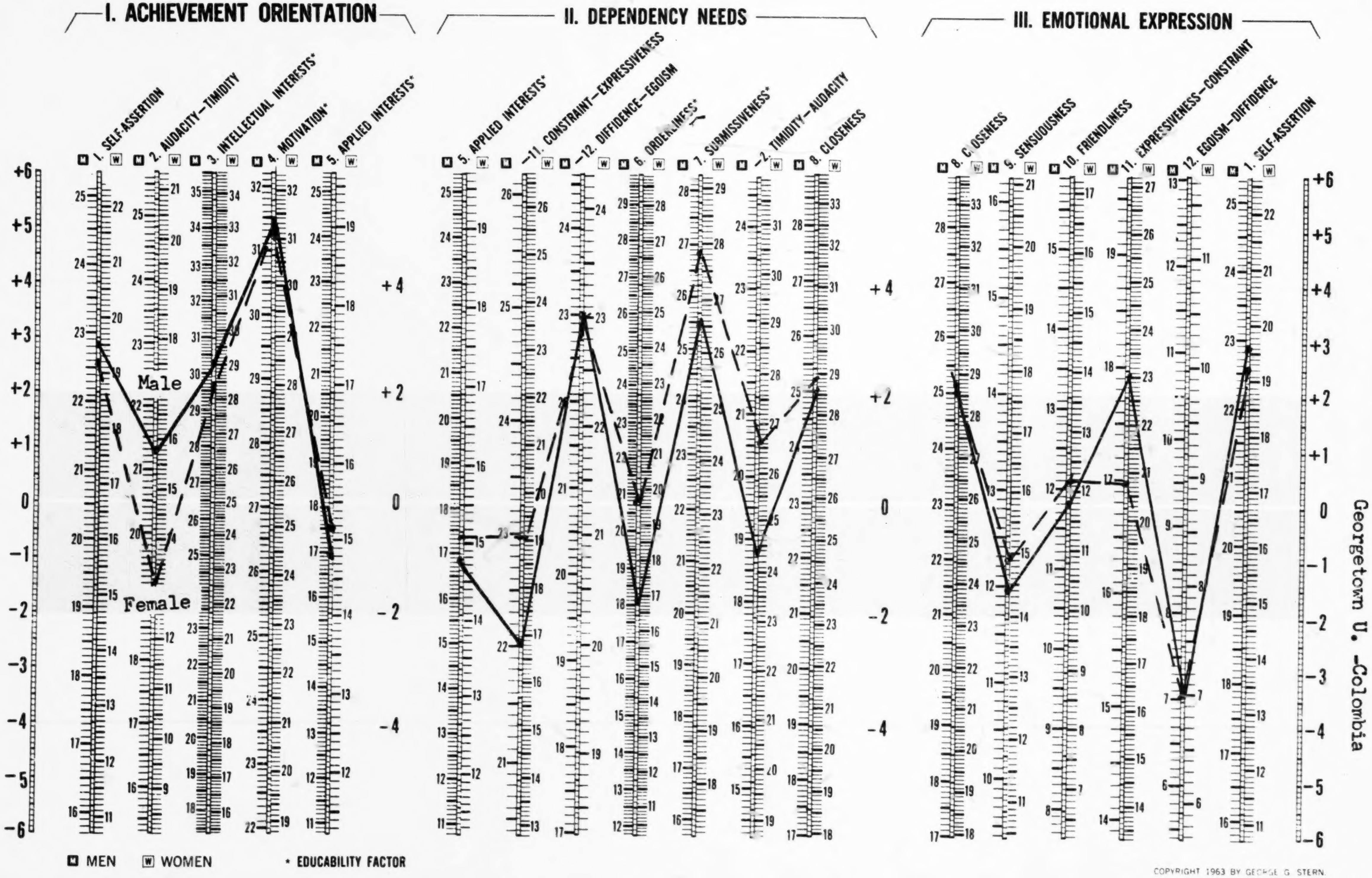
STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



GROUP FACTOR SCORE PROFILE— COLLEGE STUDENT BODY (AI)

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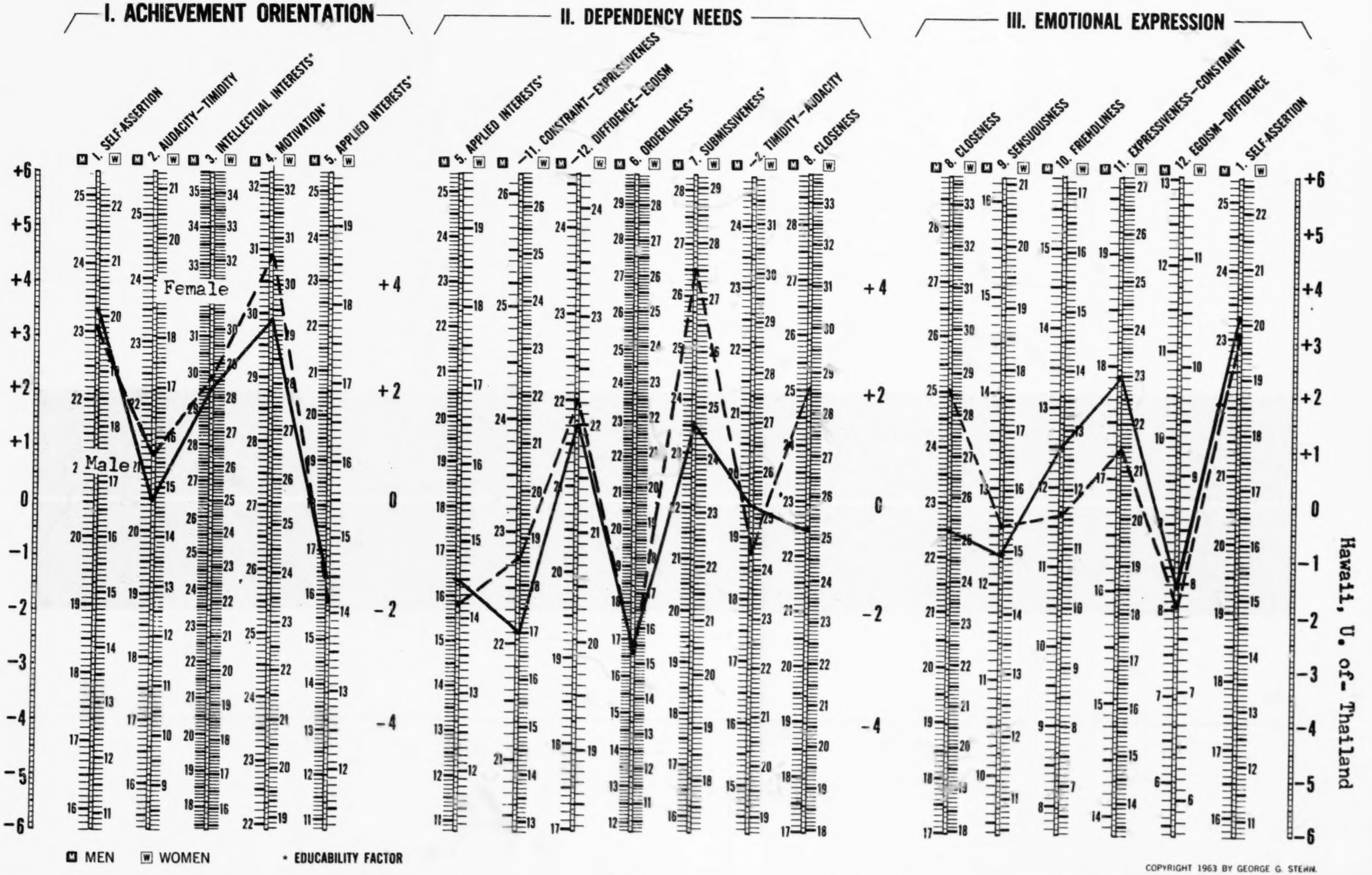
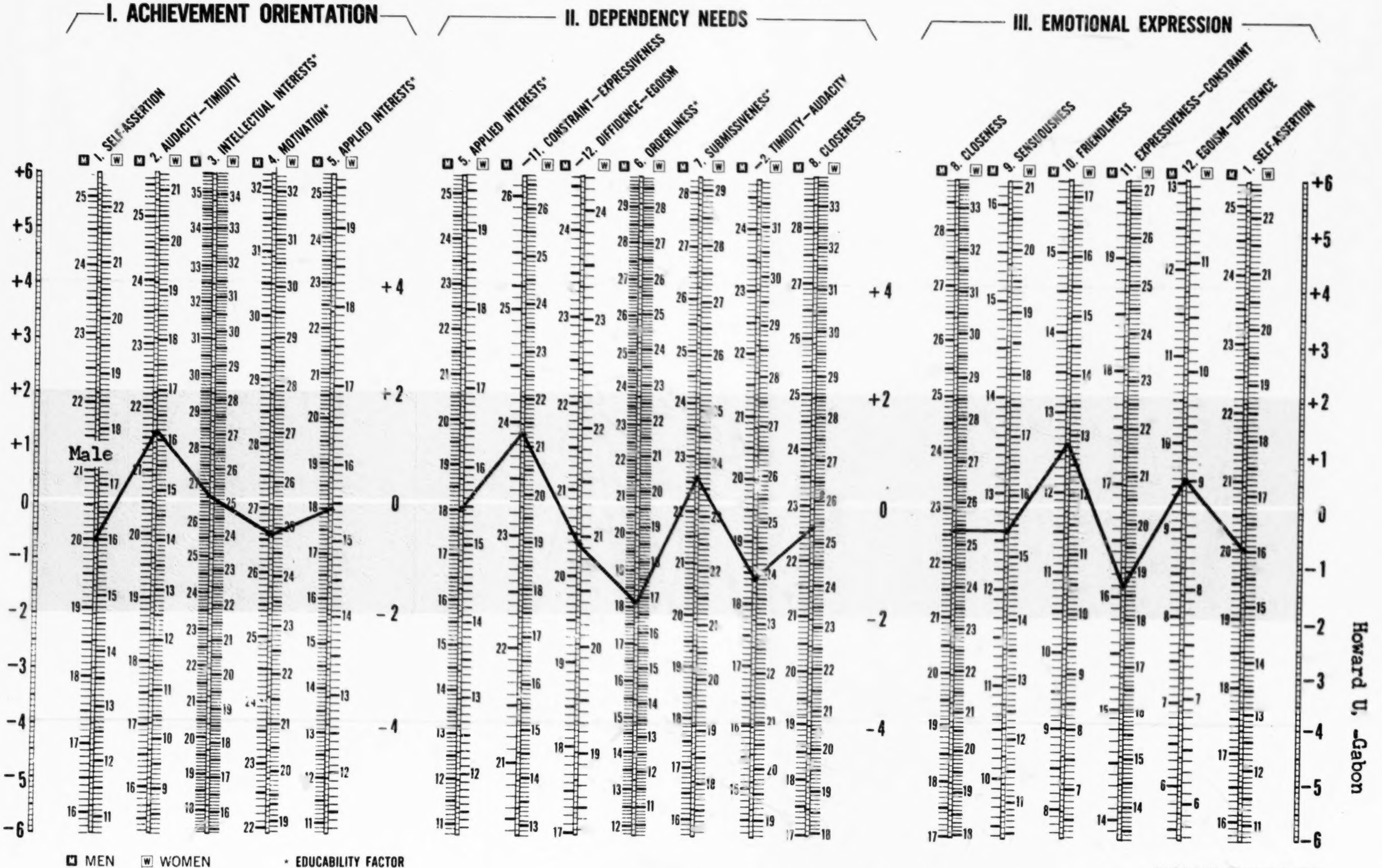
STANDARD SCORES ($\bar{X} = 0, \sigma = 2$)



GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0, \sigma = 2$)



Howard U, -Gabon

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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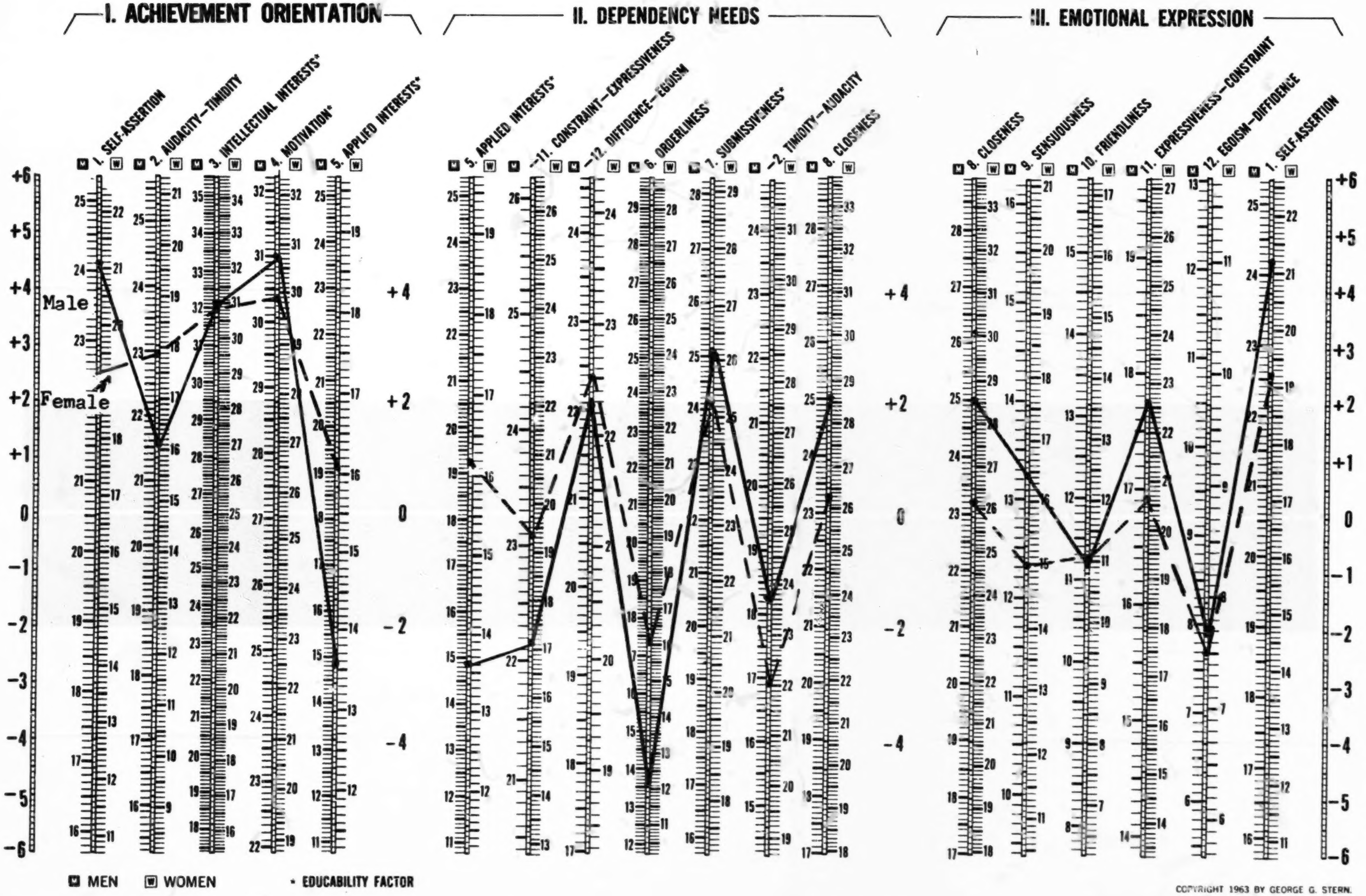

Indiana U. -Sierre Leone

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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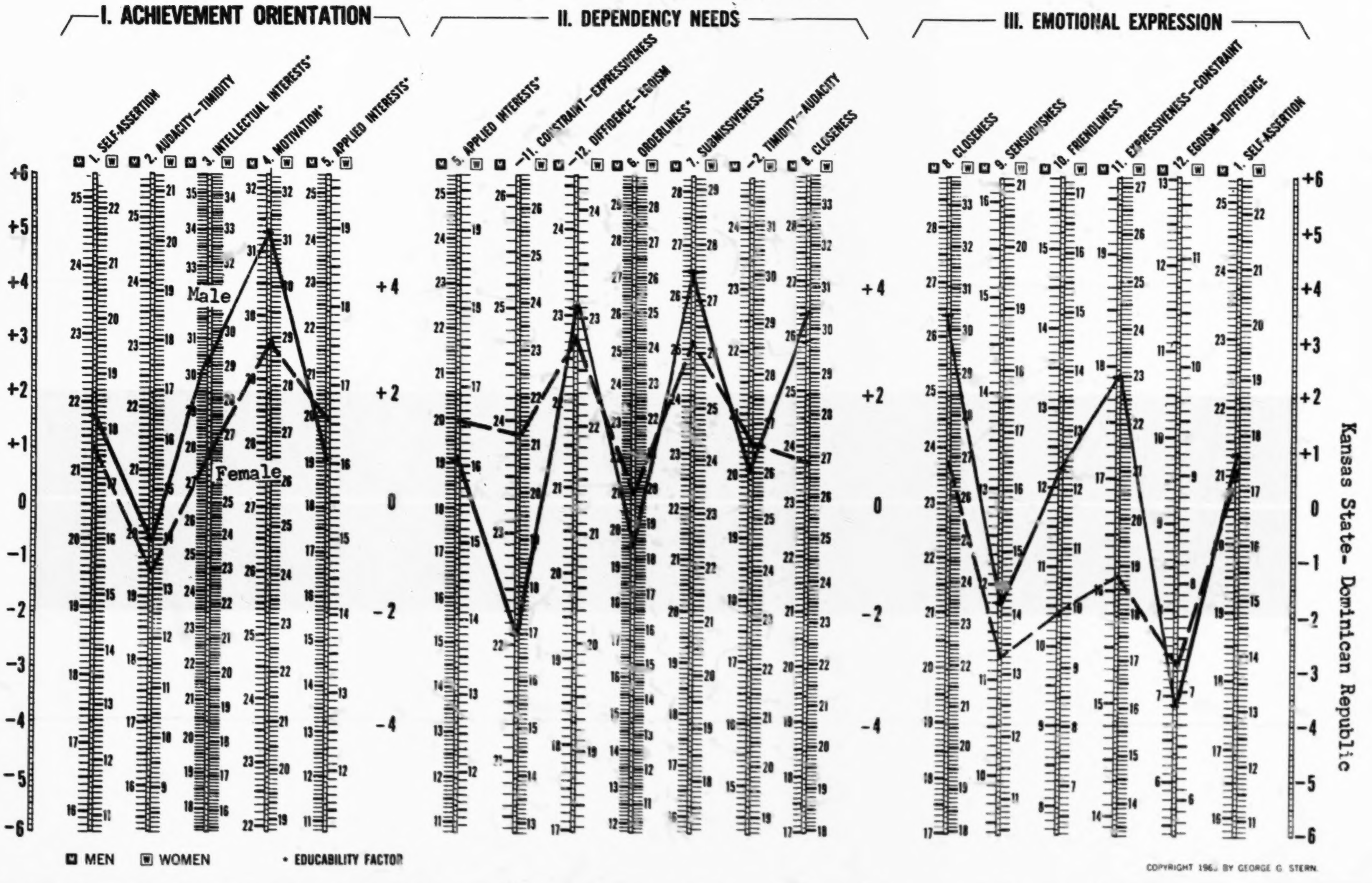
STANDARD SCORES ($\bar{X} = 0,\ \sigma = 2$)



Kansas State- Dominican Republic

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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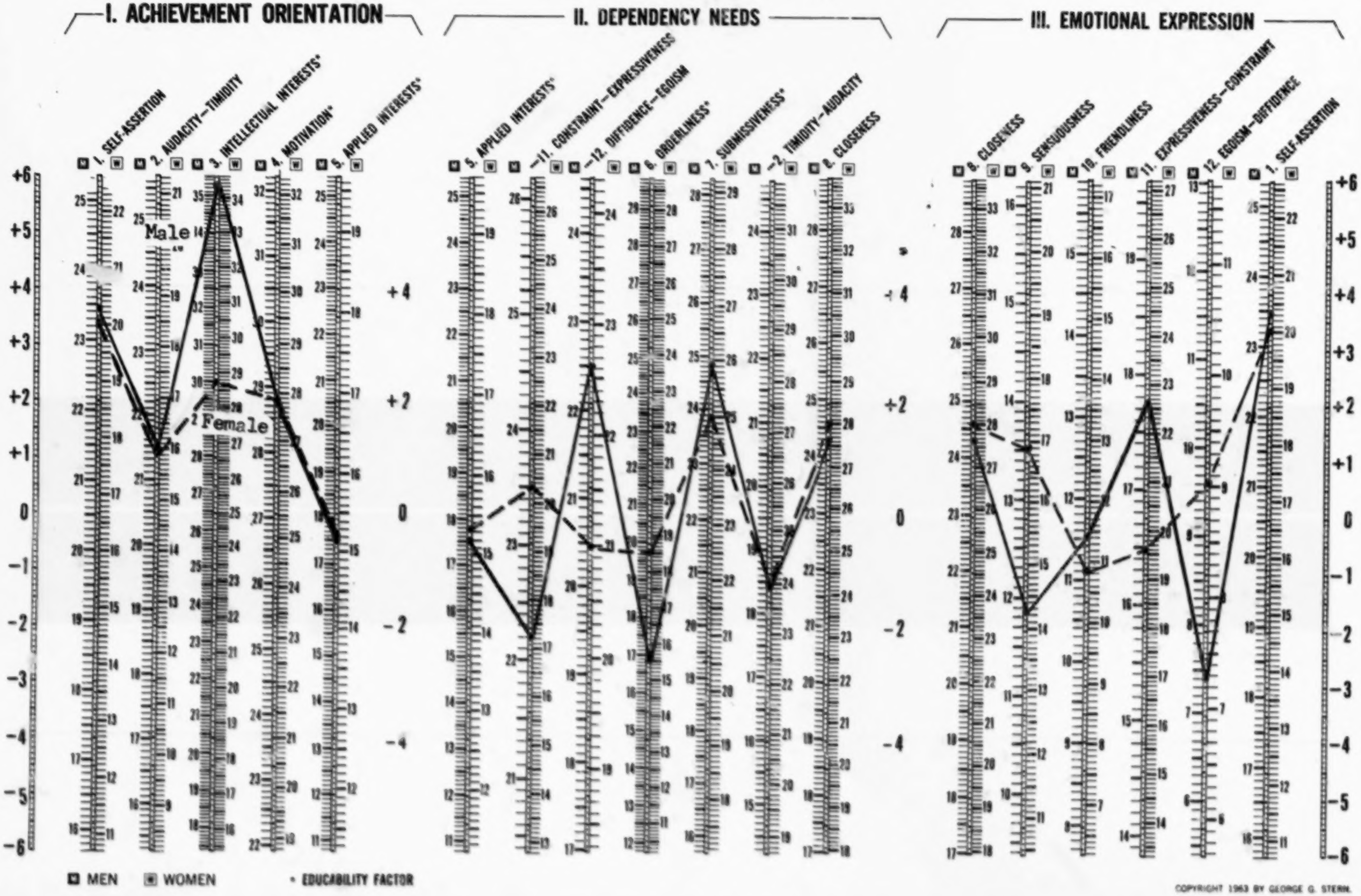
STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



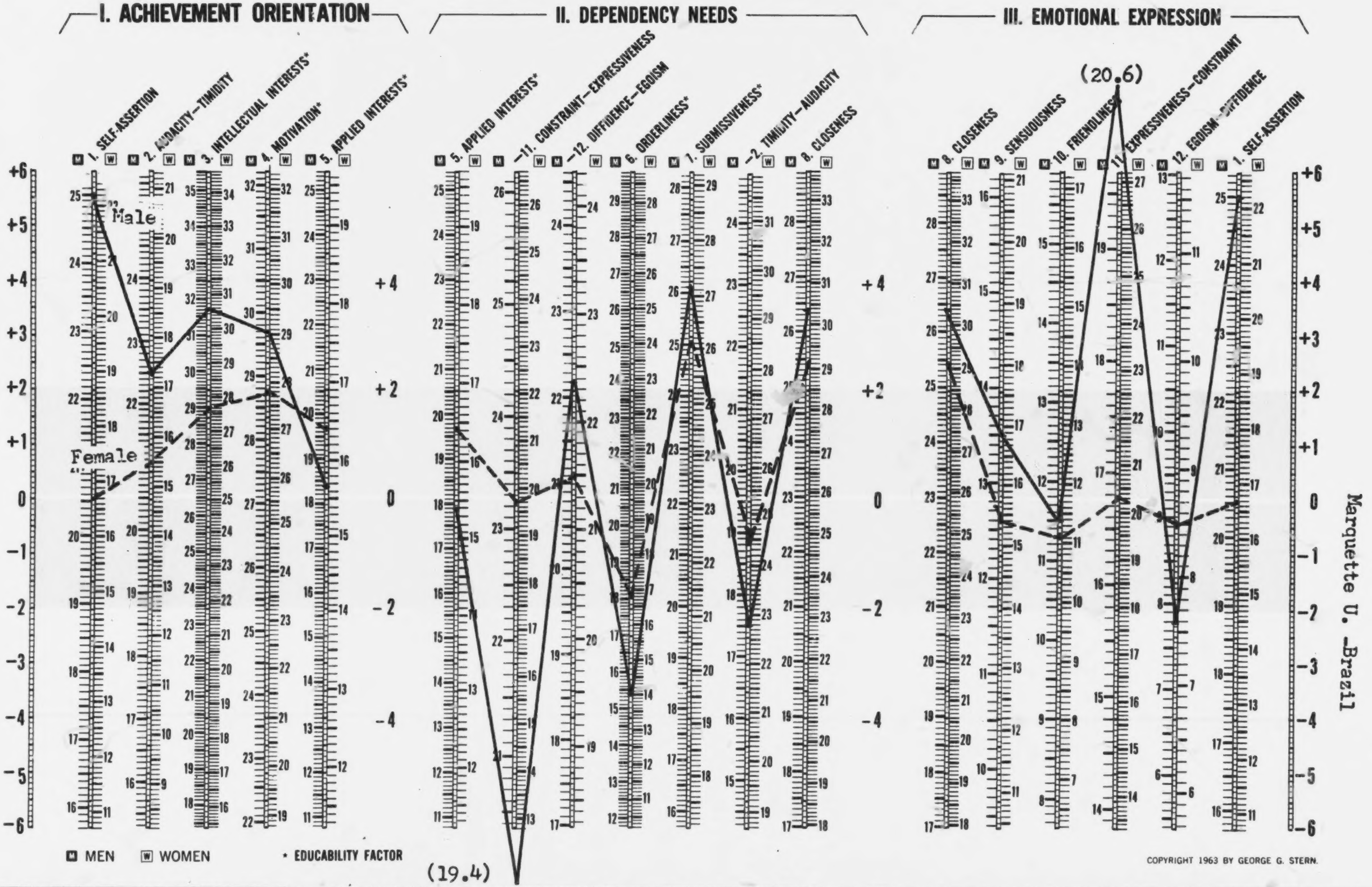
Lincoln U. -Tanzania

◘ MEN ▣ WOMEN * EDUCABILITY FACTOR

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES

STANDARD SCORES ($\bar{X} = 0.\ \sigma = 2$)



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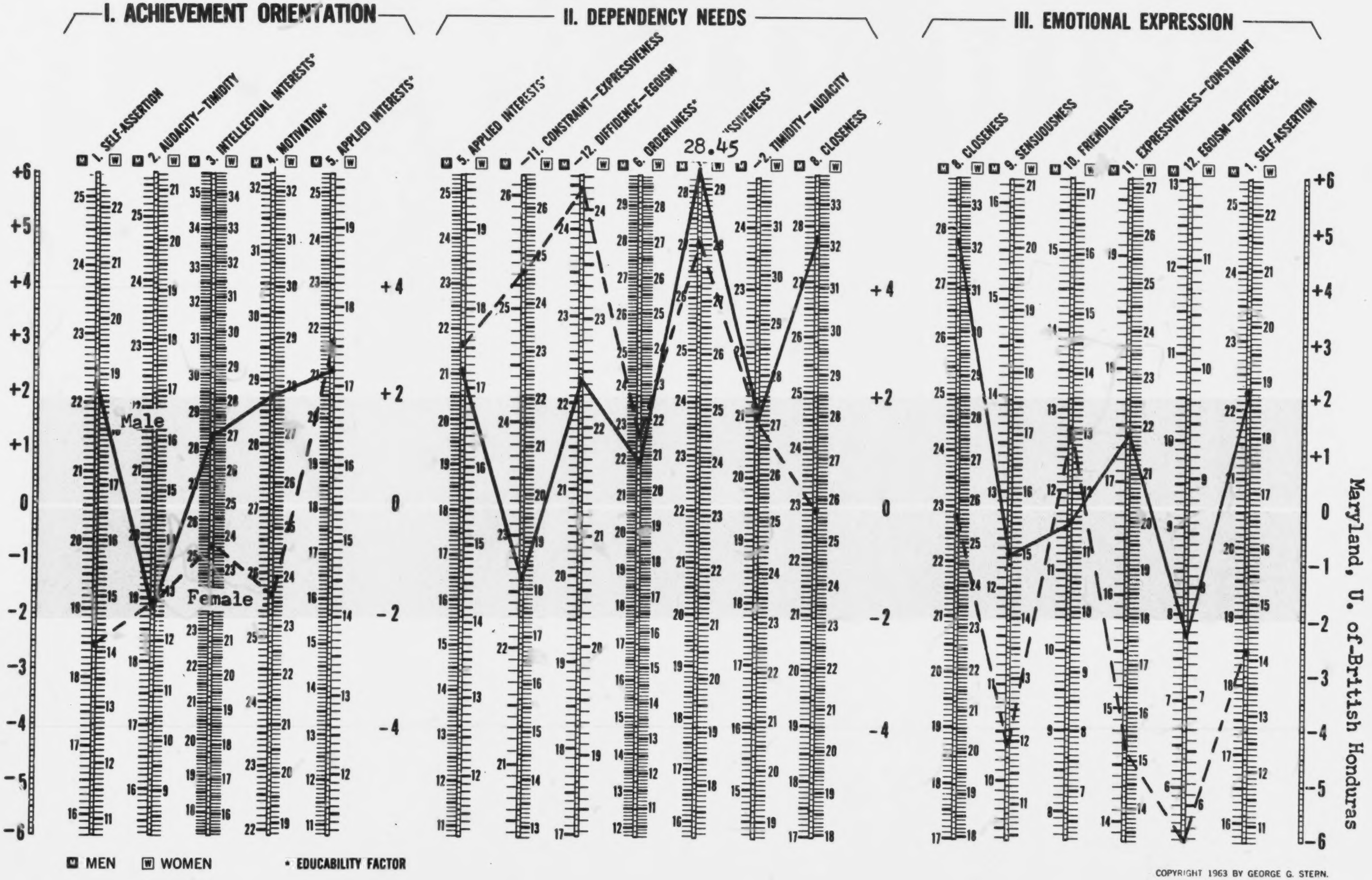

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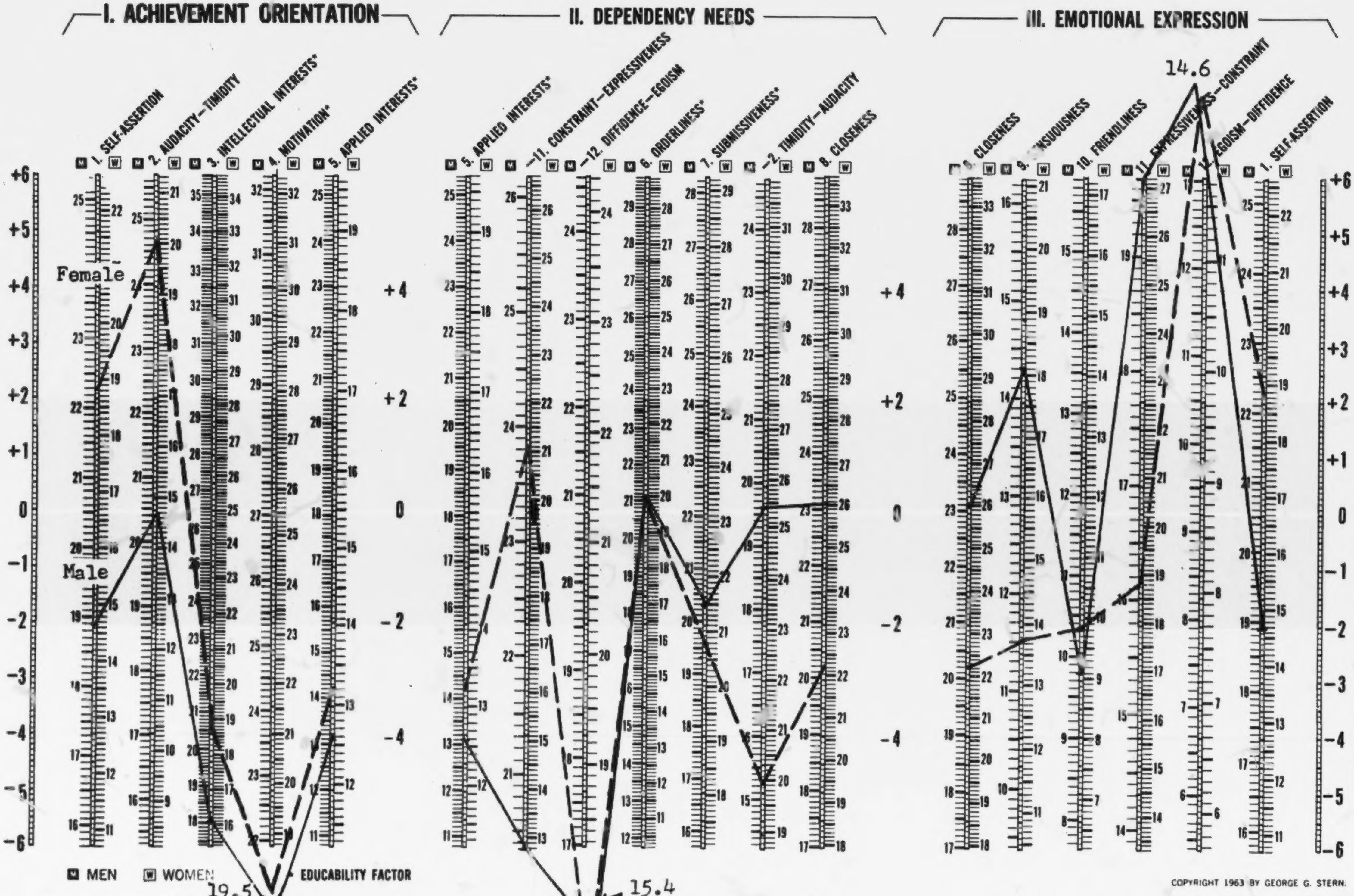

Missouri U.-Kansas City- Colombia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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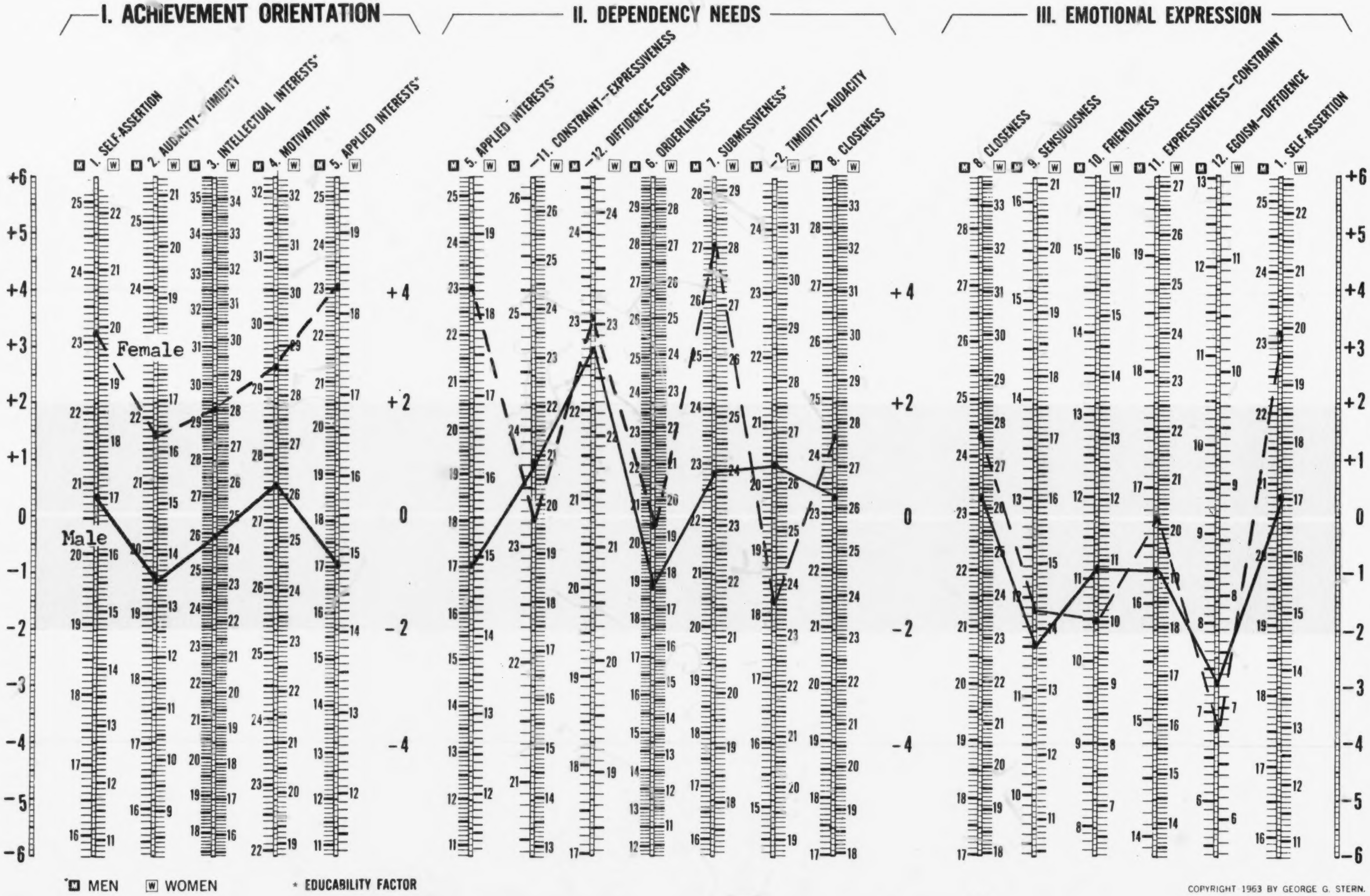

Nebraska, U. of-Colombia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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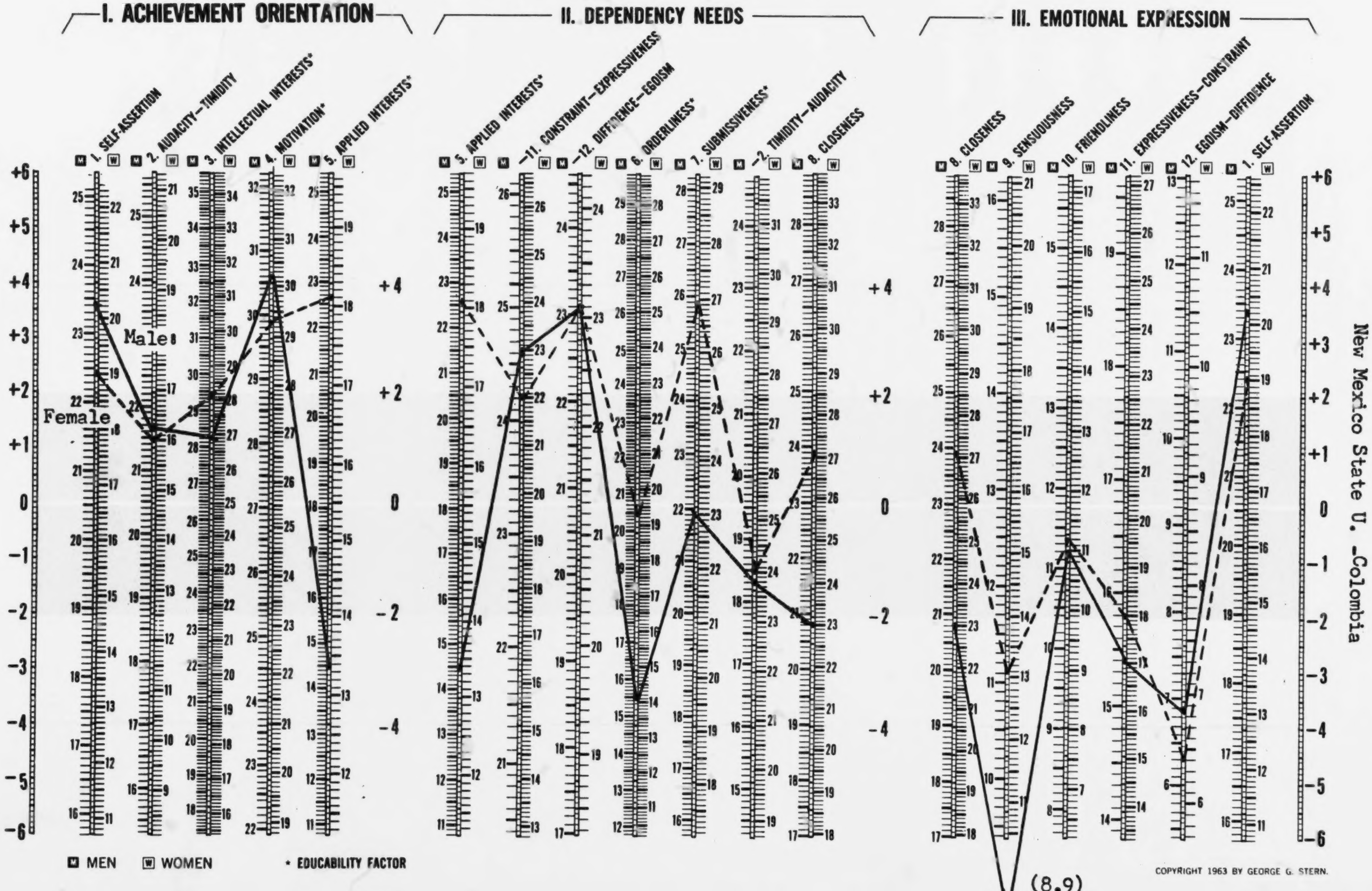


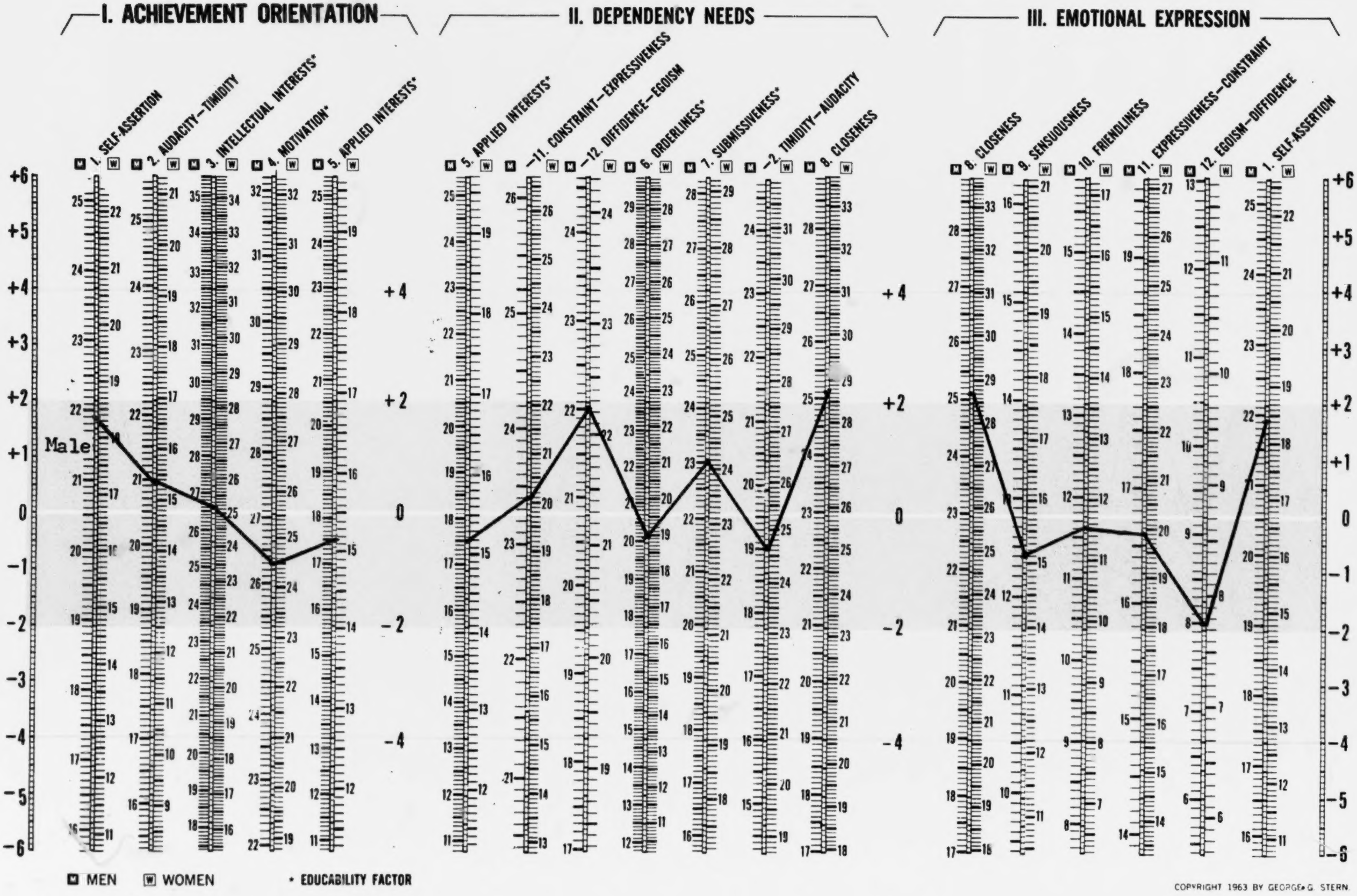
New Mexico State U. -Colombia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)

New Mexico State U. -El Salvador



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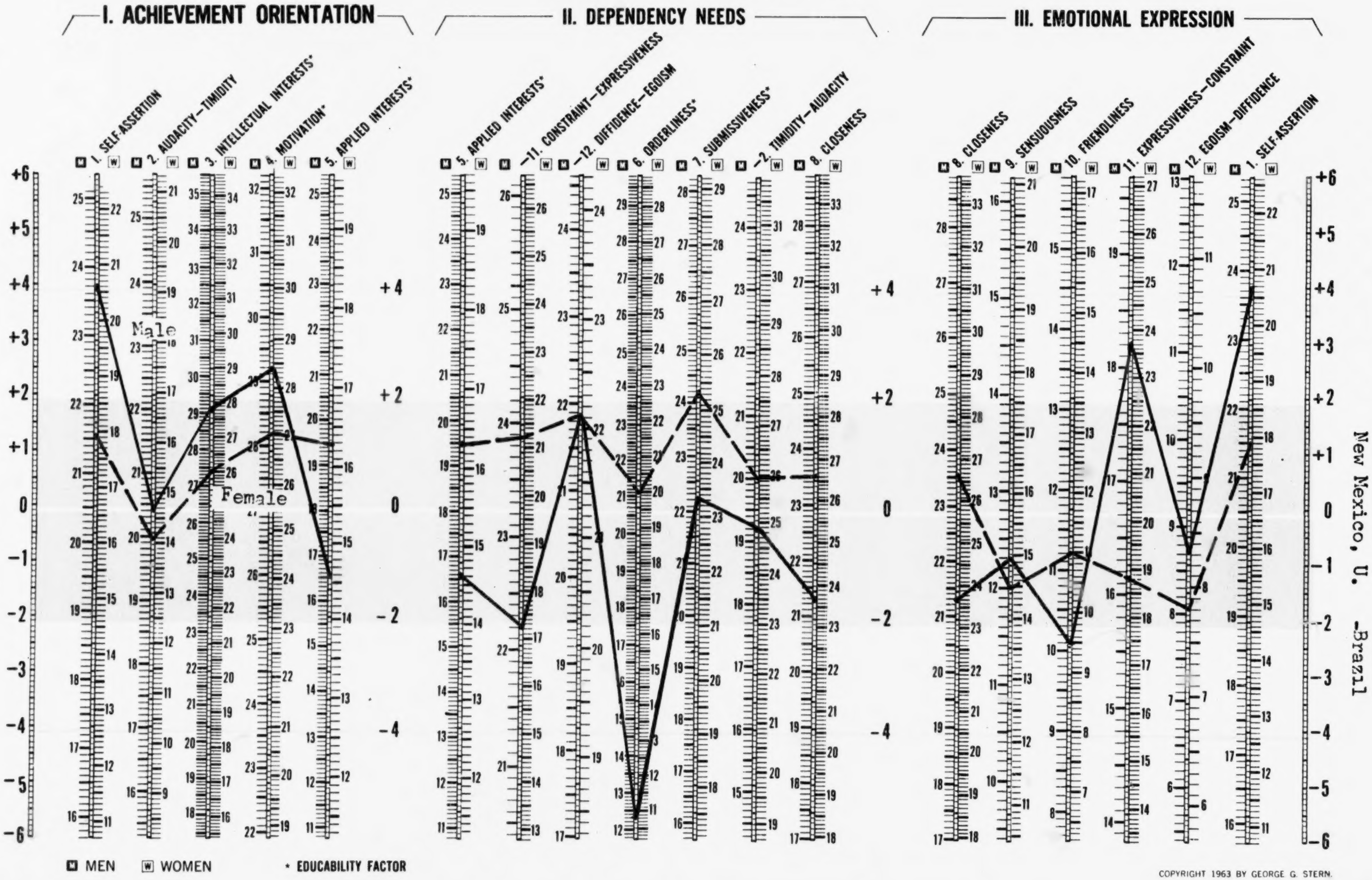

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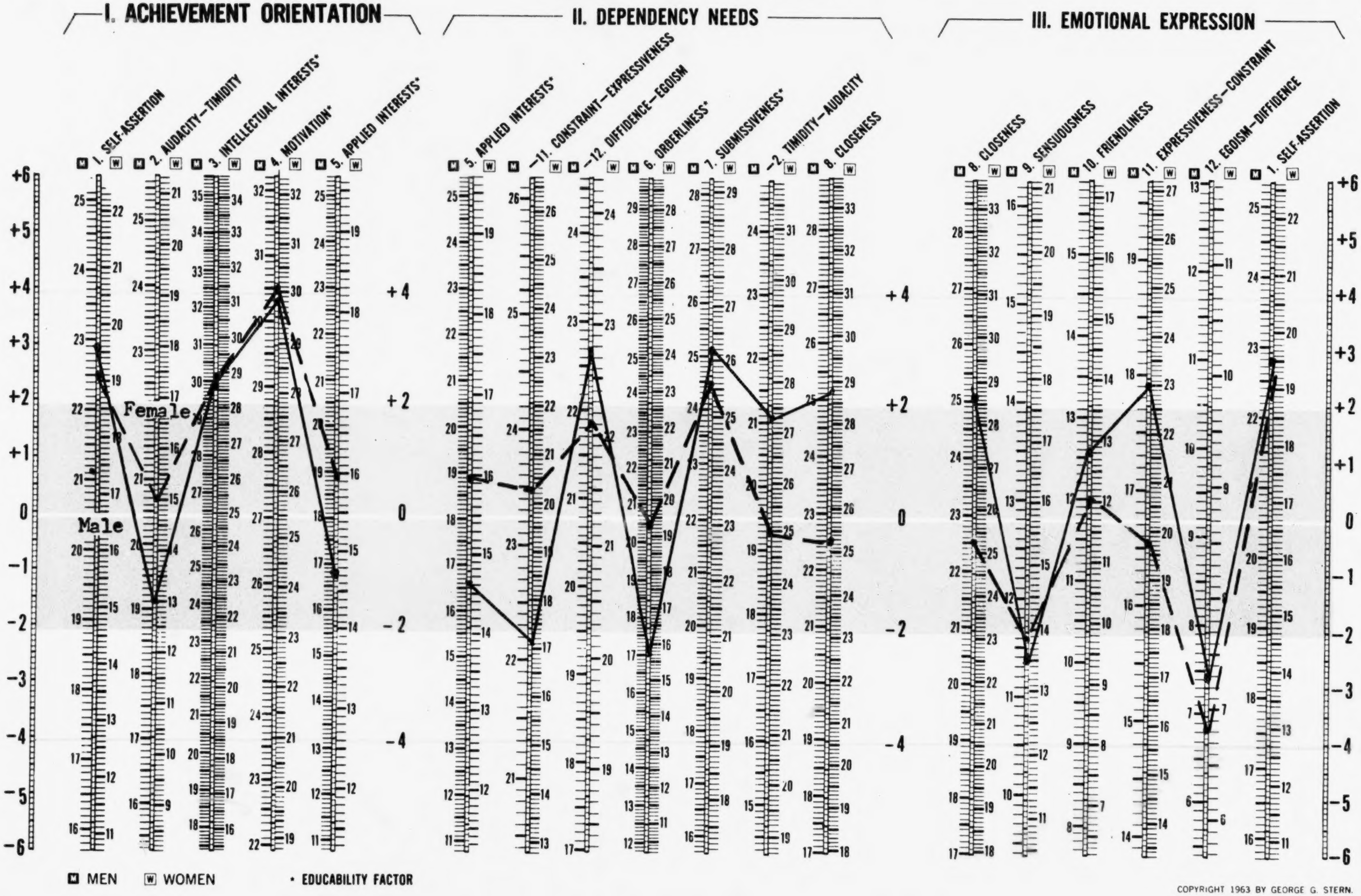

New Mexico U. - Colombia (63-07-09)

New Mexico U. -Colombia(63-09-10)

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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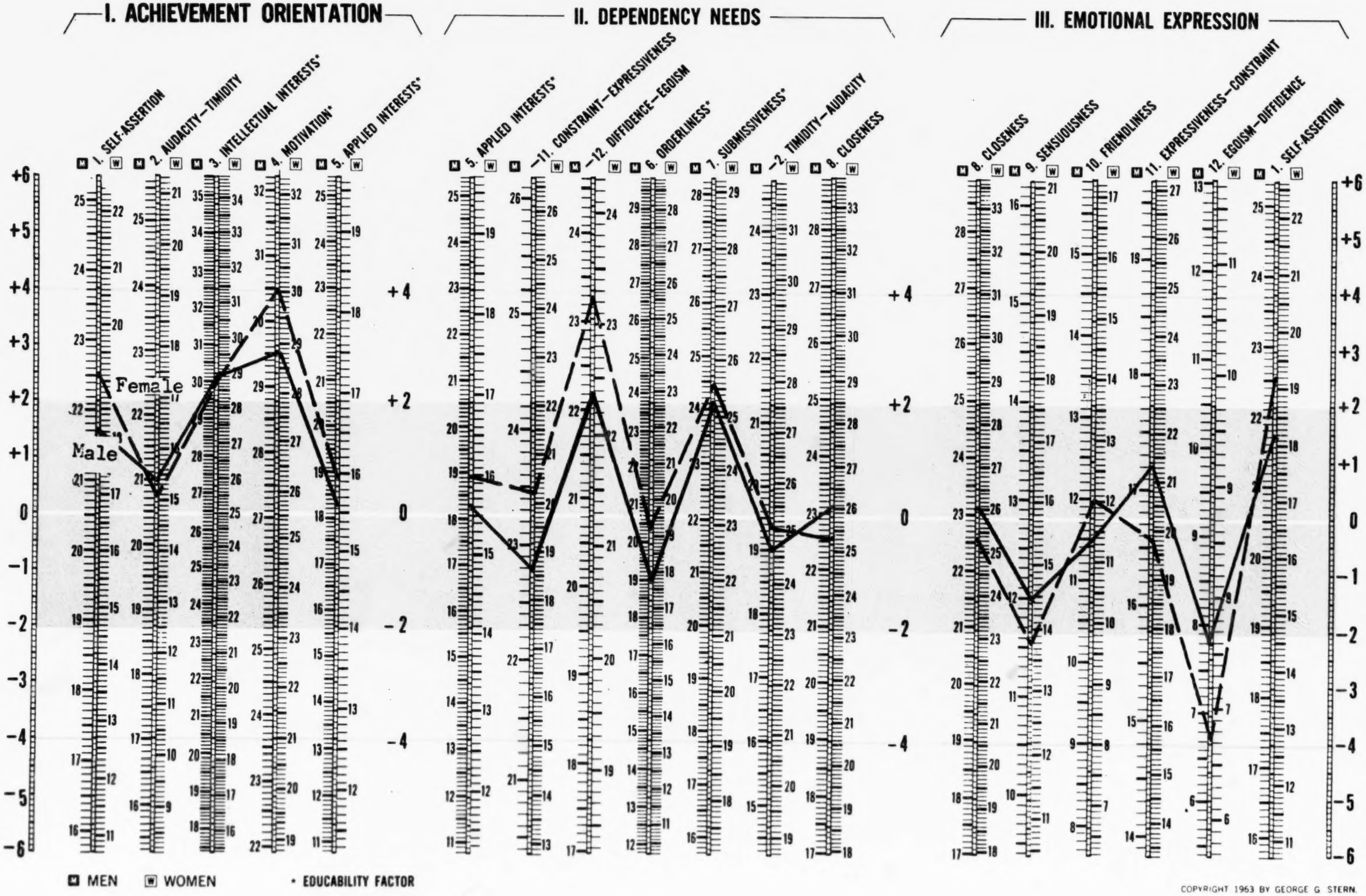

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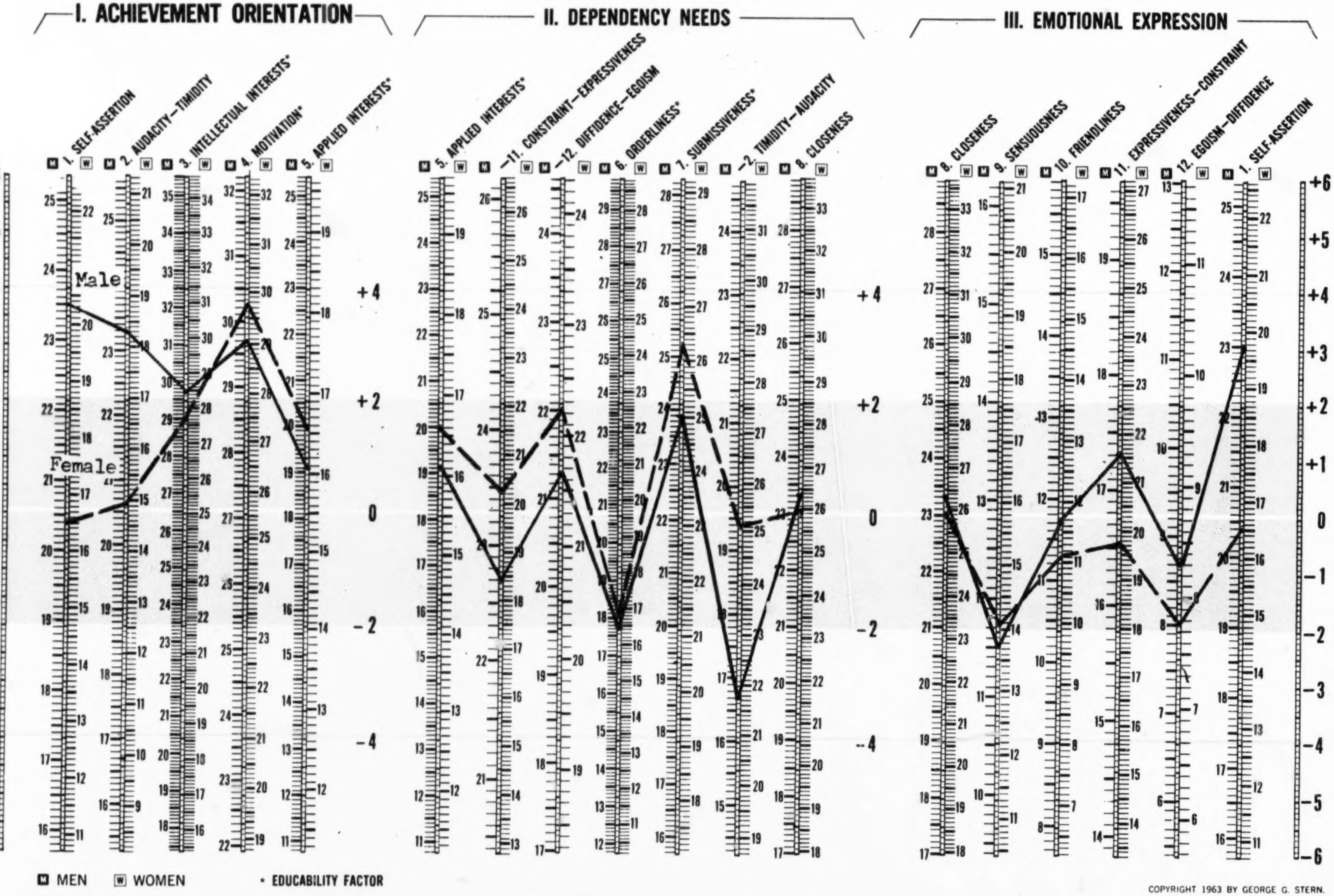

New Mexico, U. -Chile

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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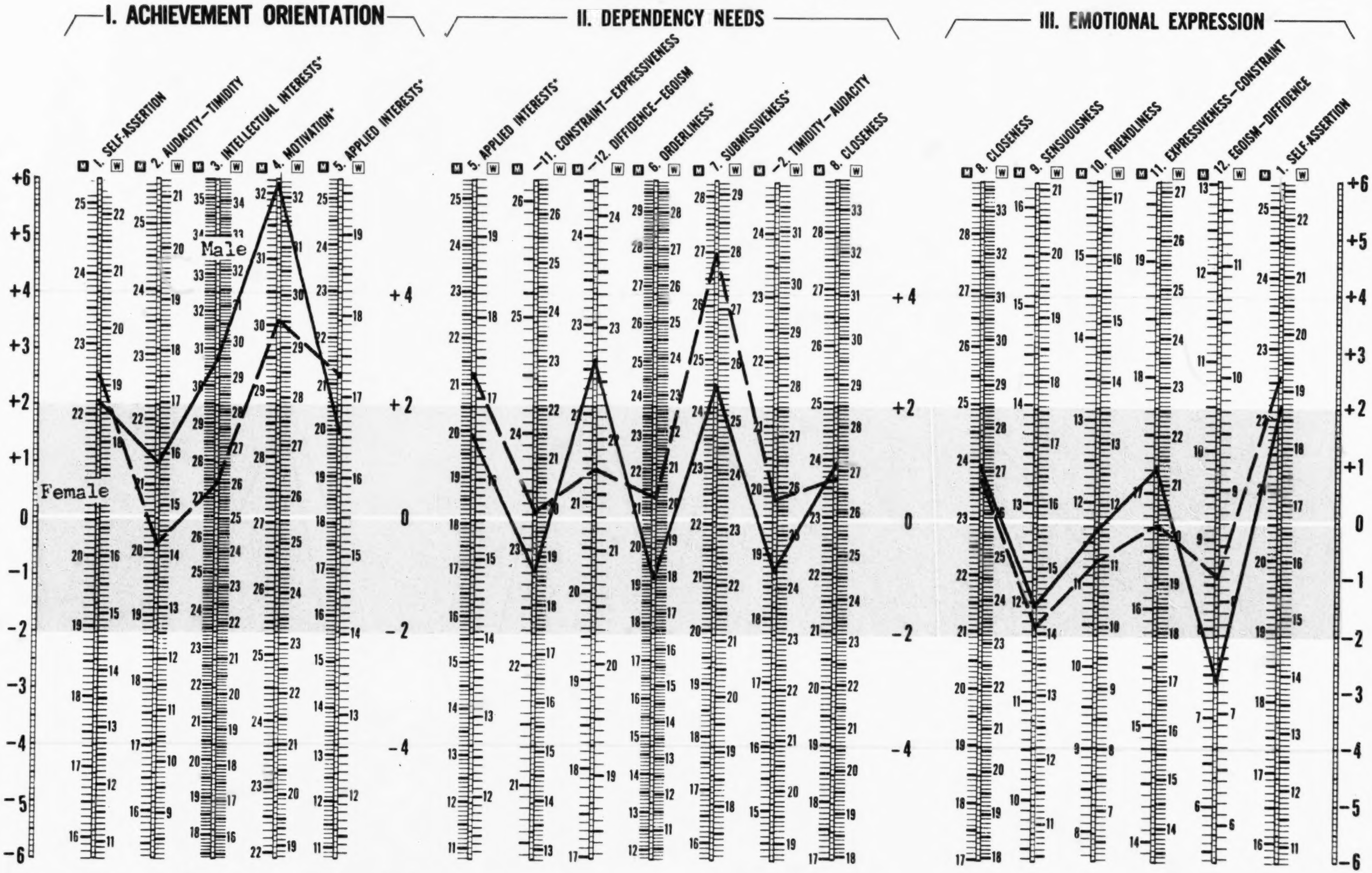
STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



New Mexico U. - Venezuela

M MEN W WOMEN * EDUCABILITY FACTOR

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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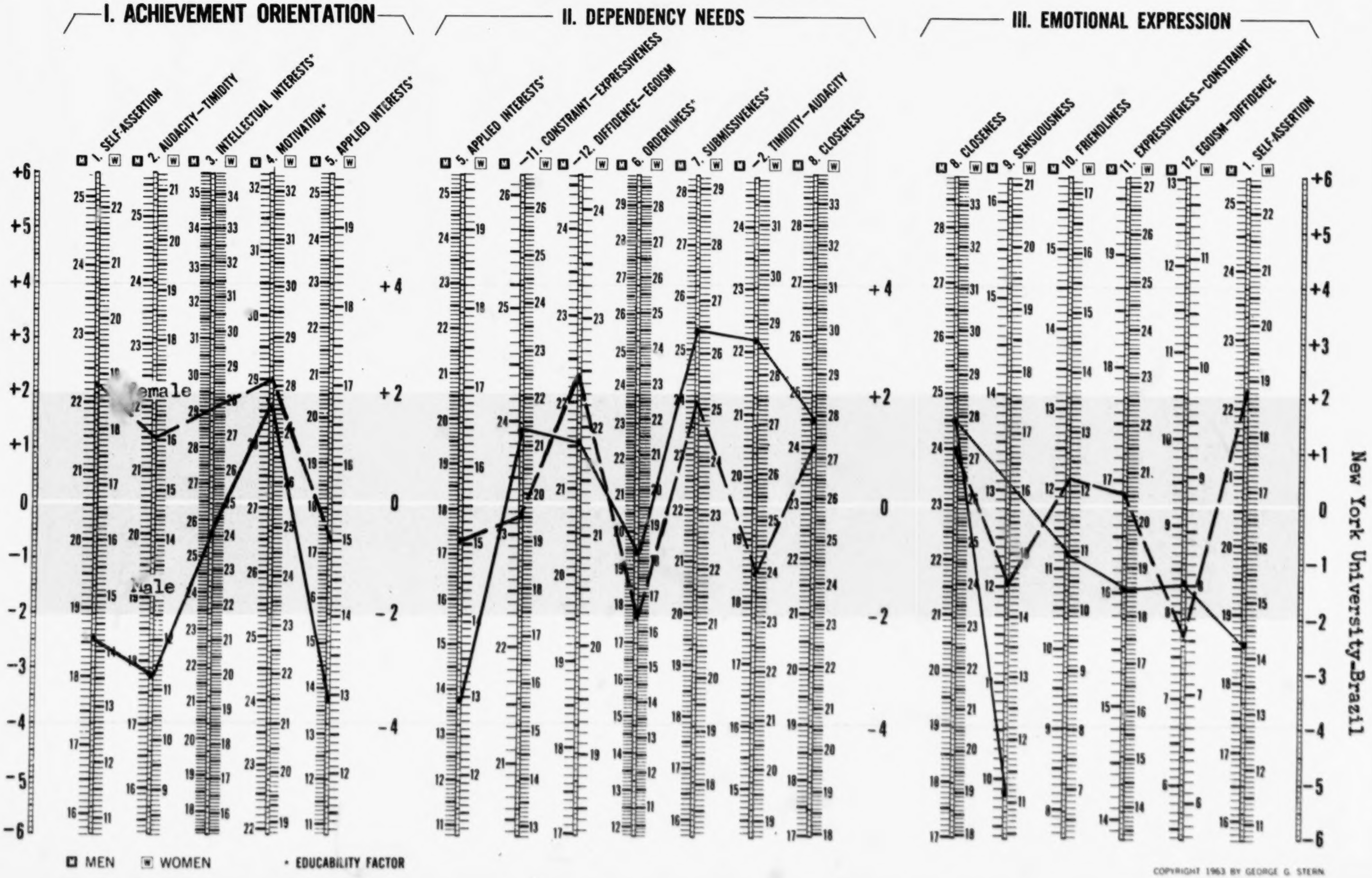

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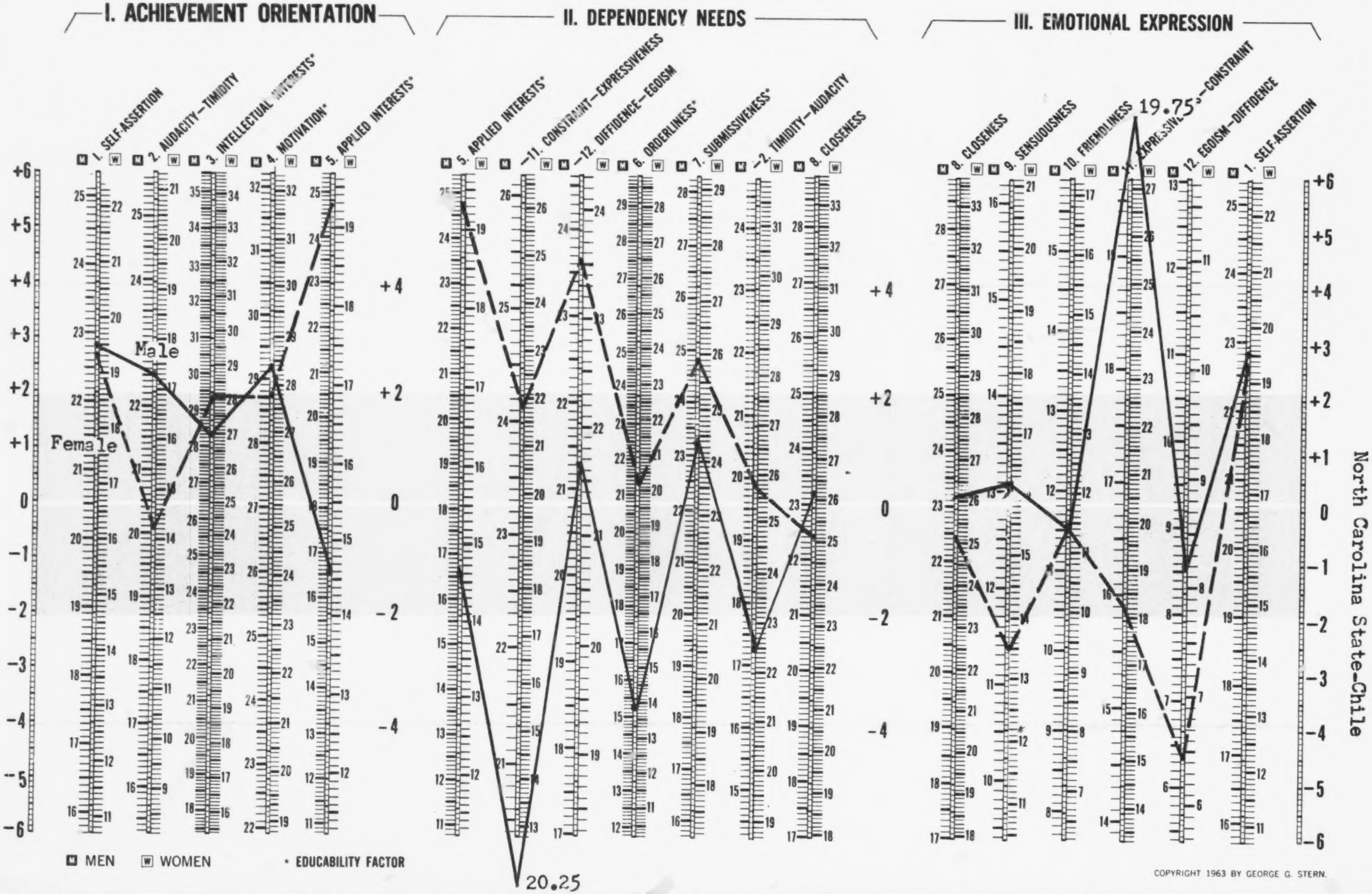
GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

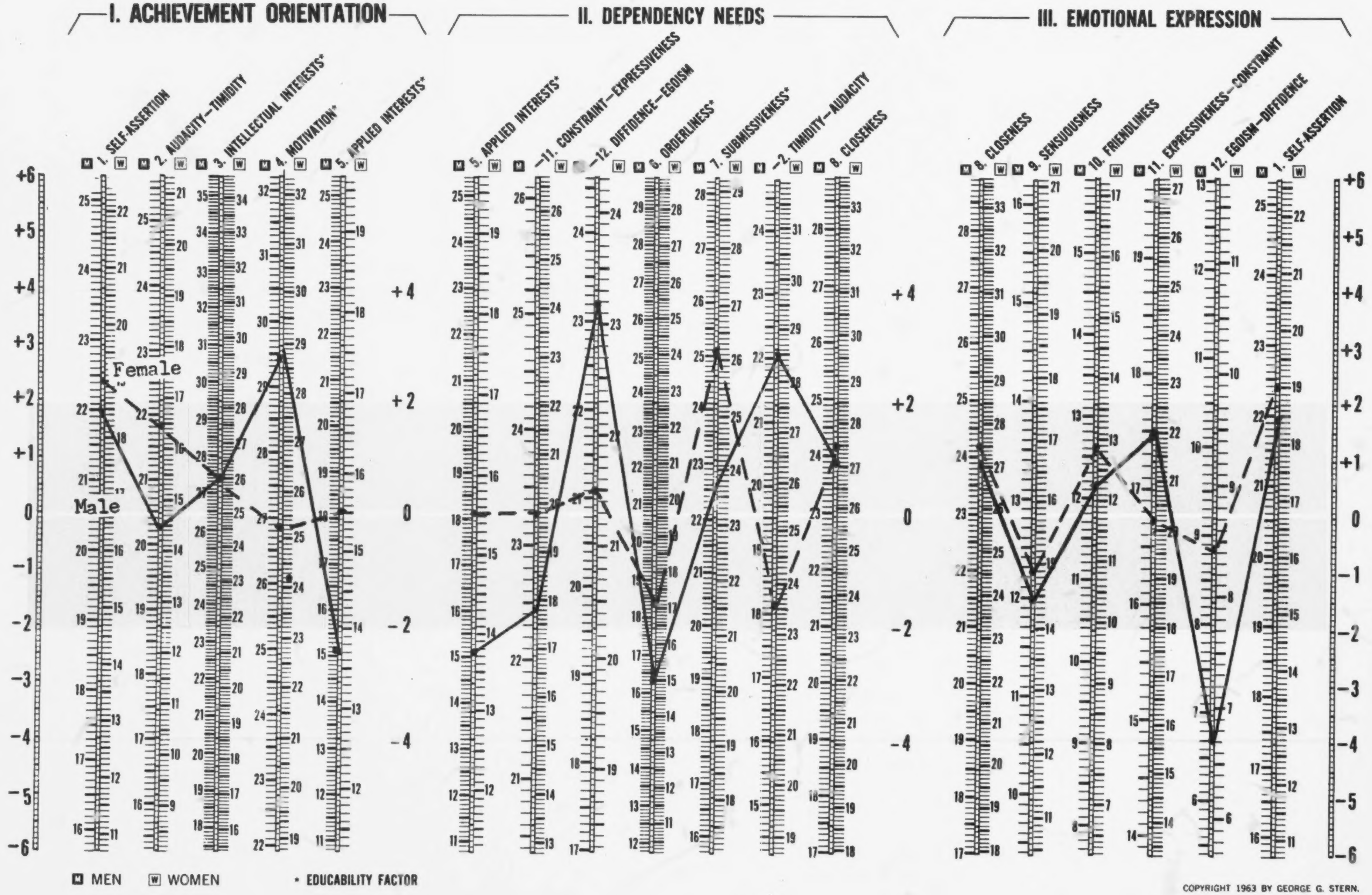
STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



North Carolina U. -Malawi

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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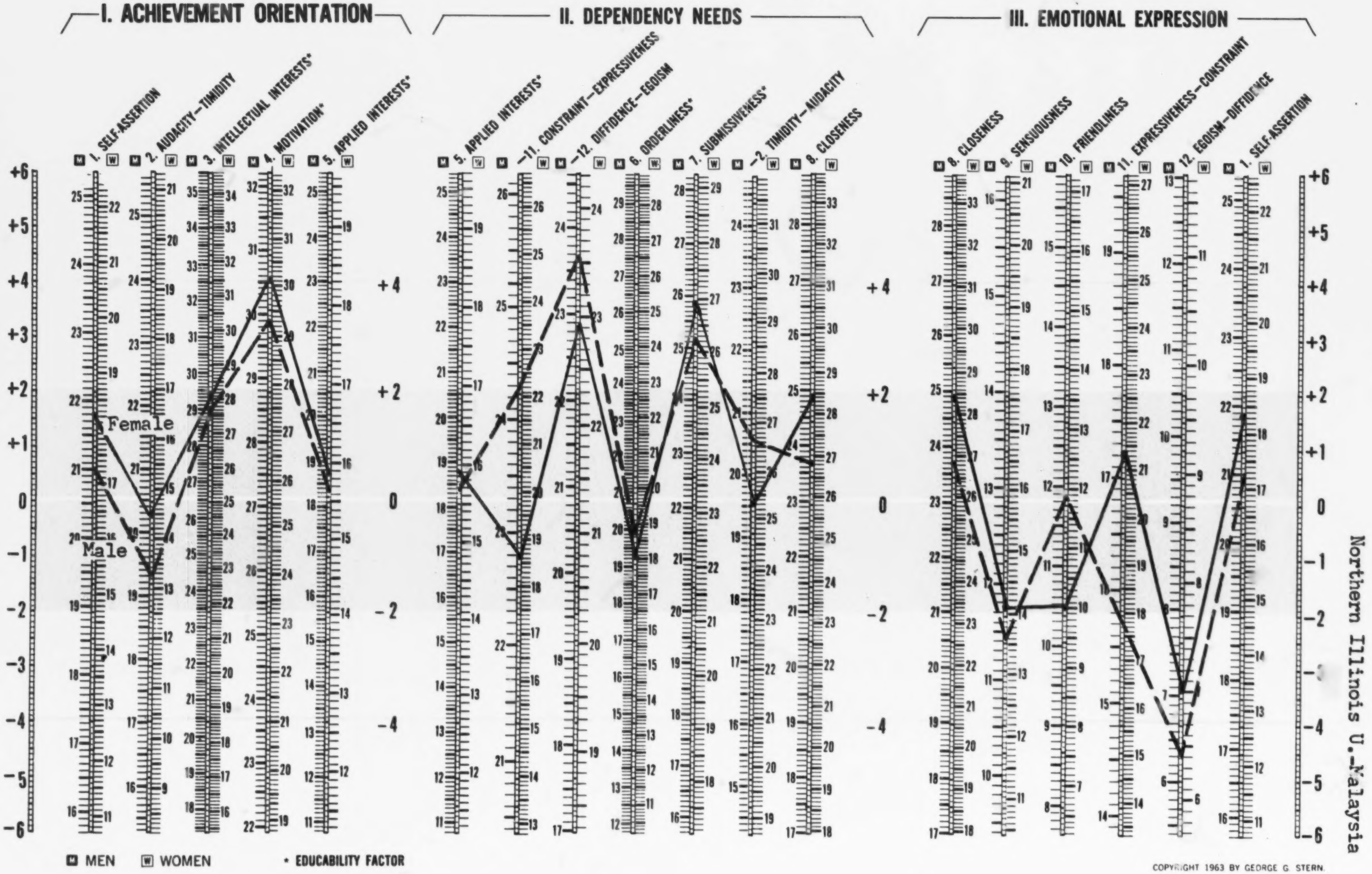

Northern Illinois U.-Malaysia

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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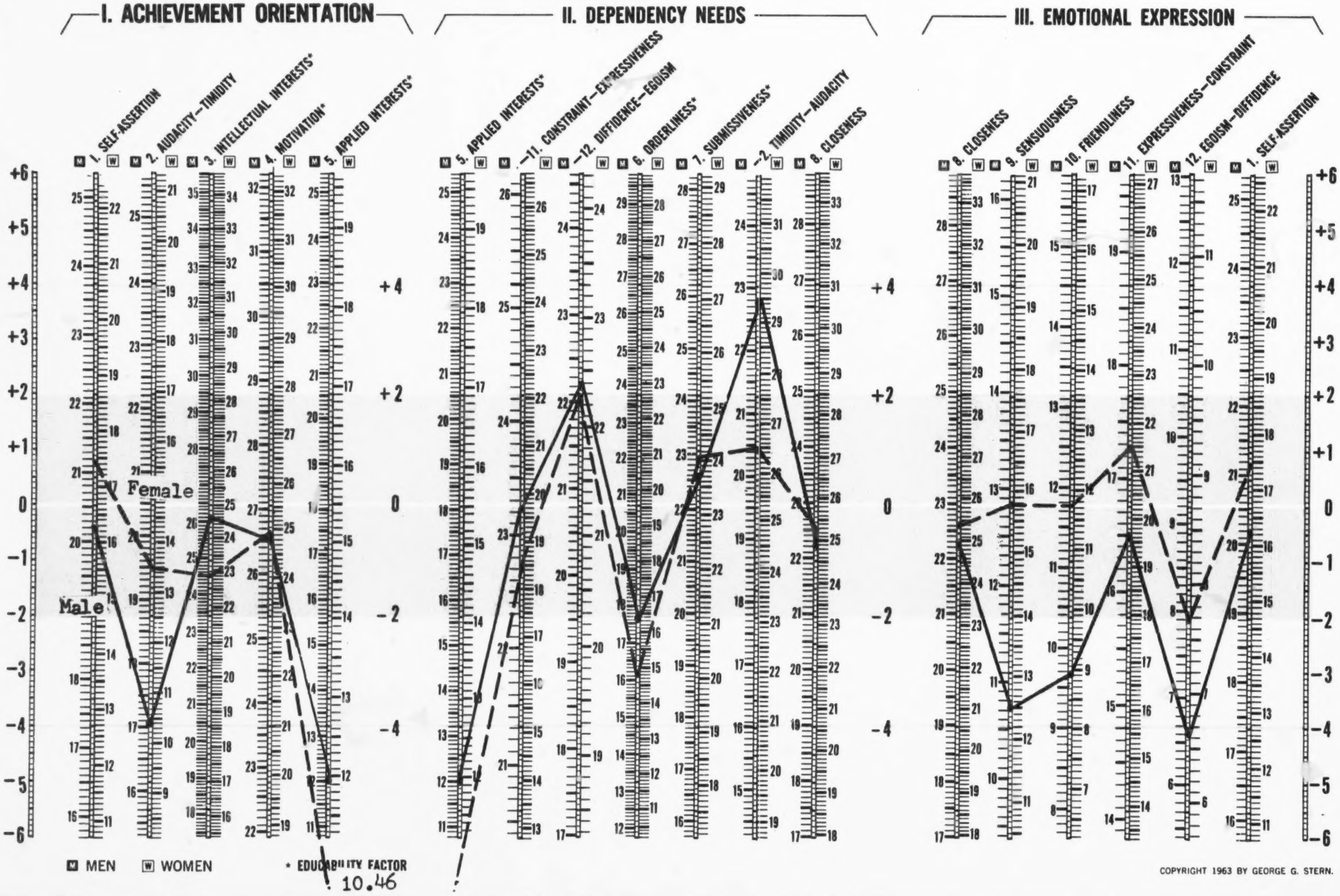

Oberlin-French West Africa

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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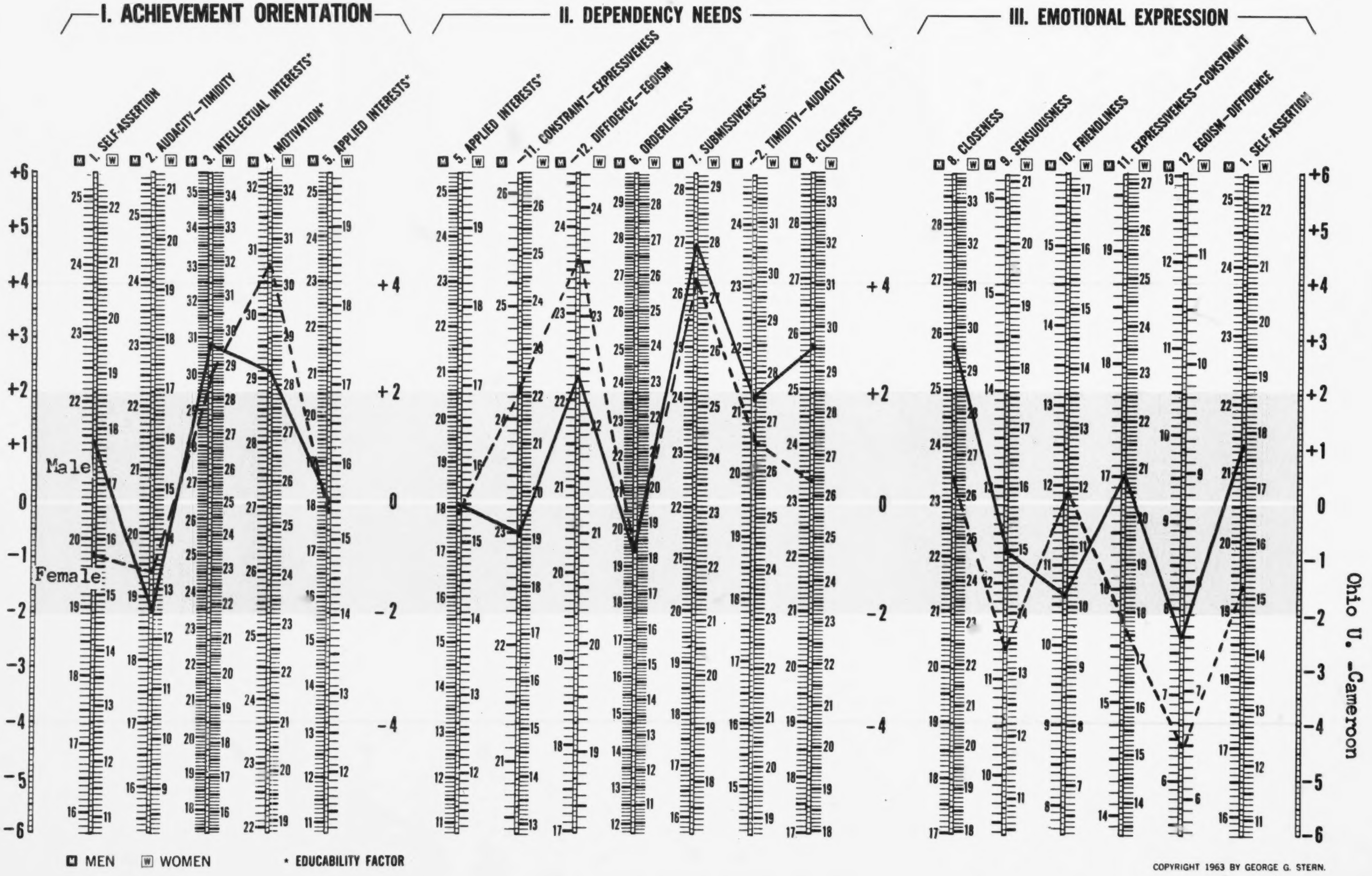

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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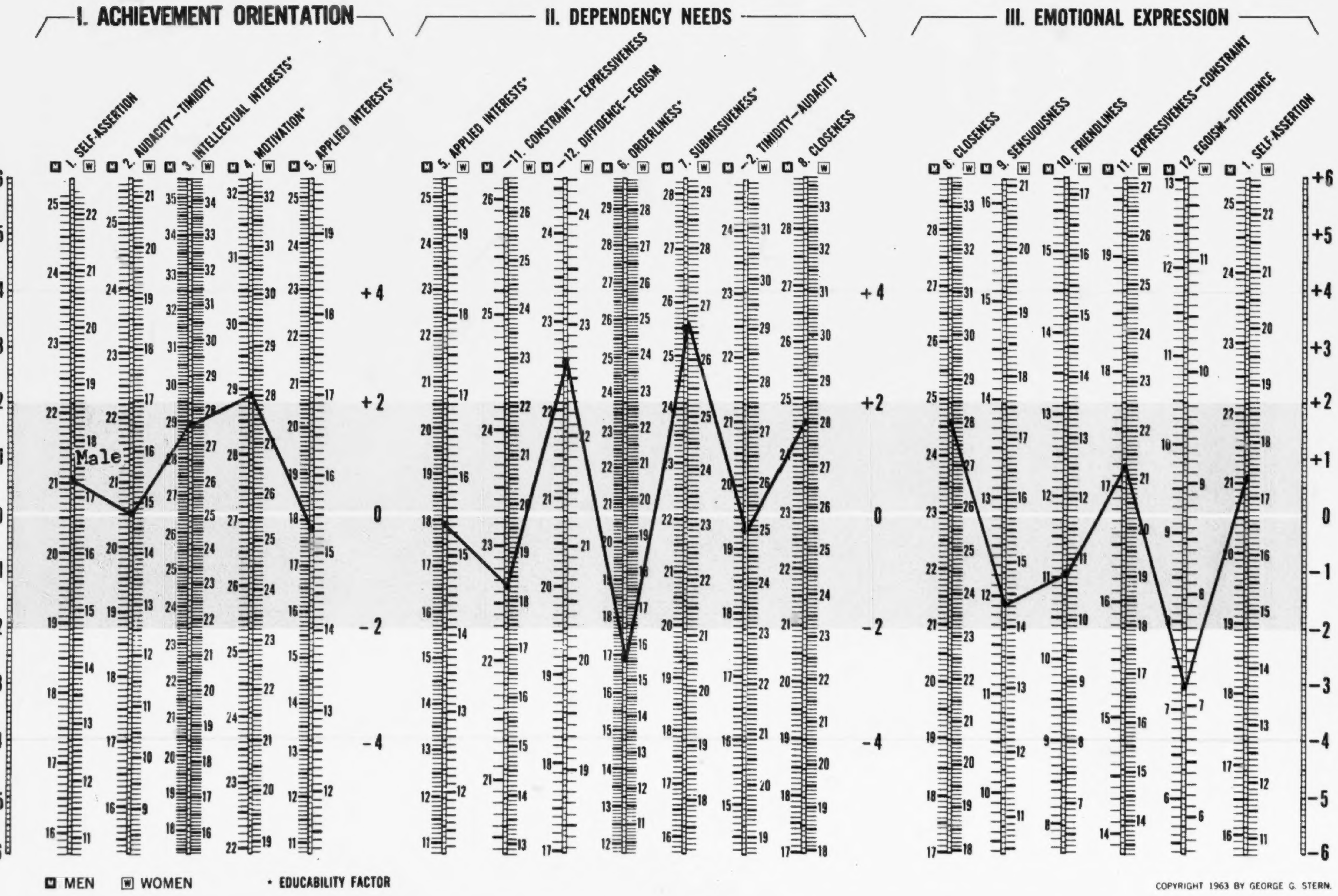

Oklahoma, U. of -Peru

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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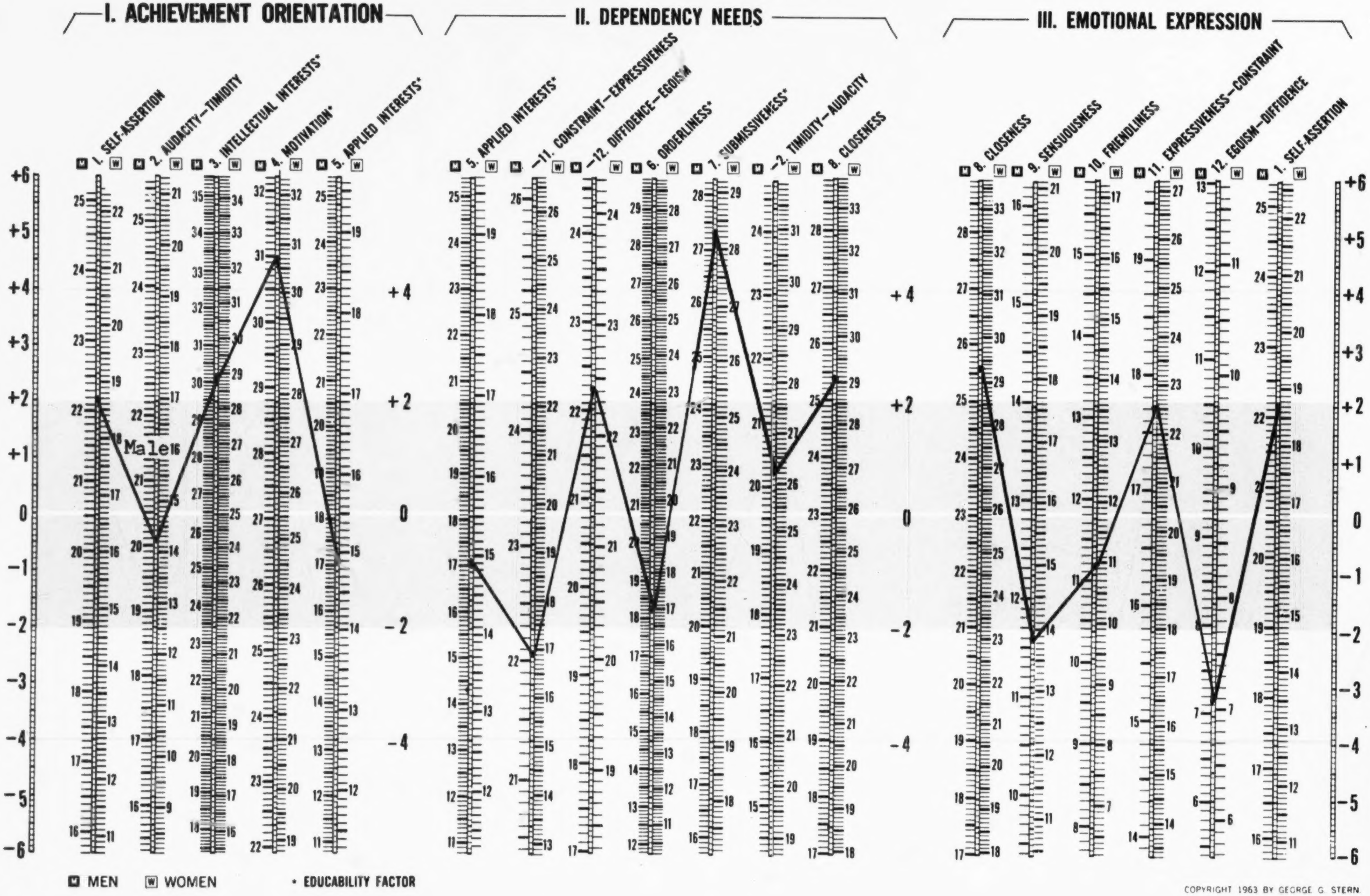

Oregon State U.-India

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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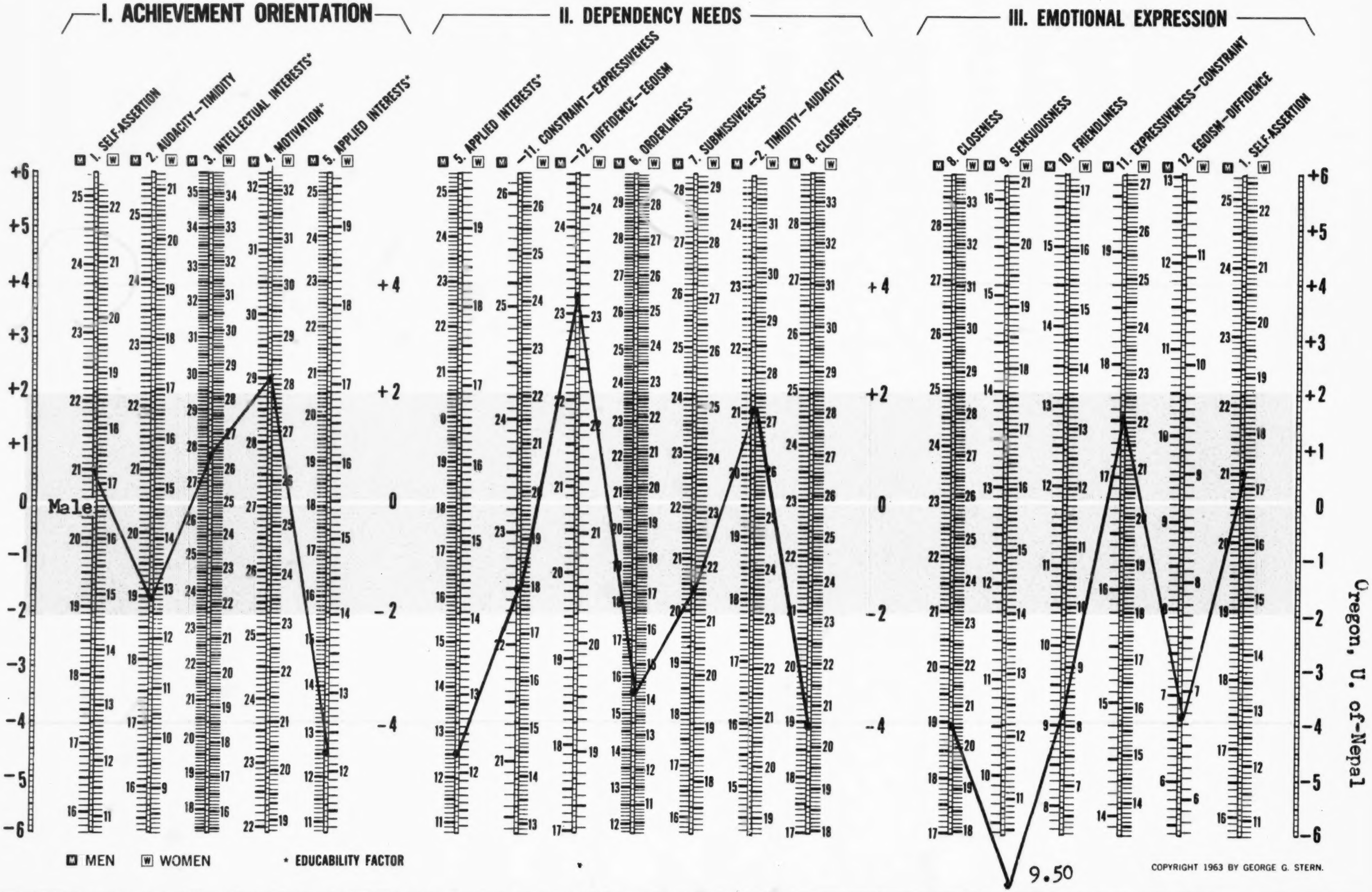

M MEN W WOMEN * EDUCABILITY FACTOR

Oregon, U. of-Nepal

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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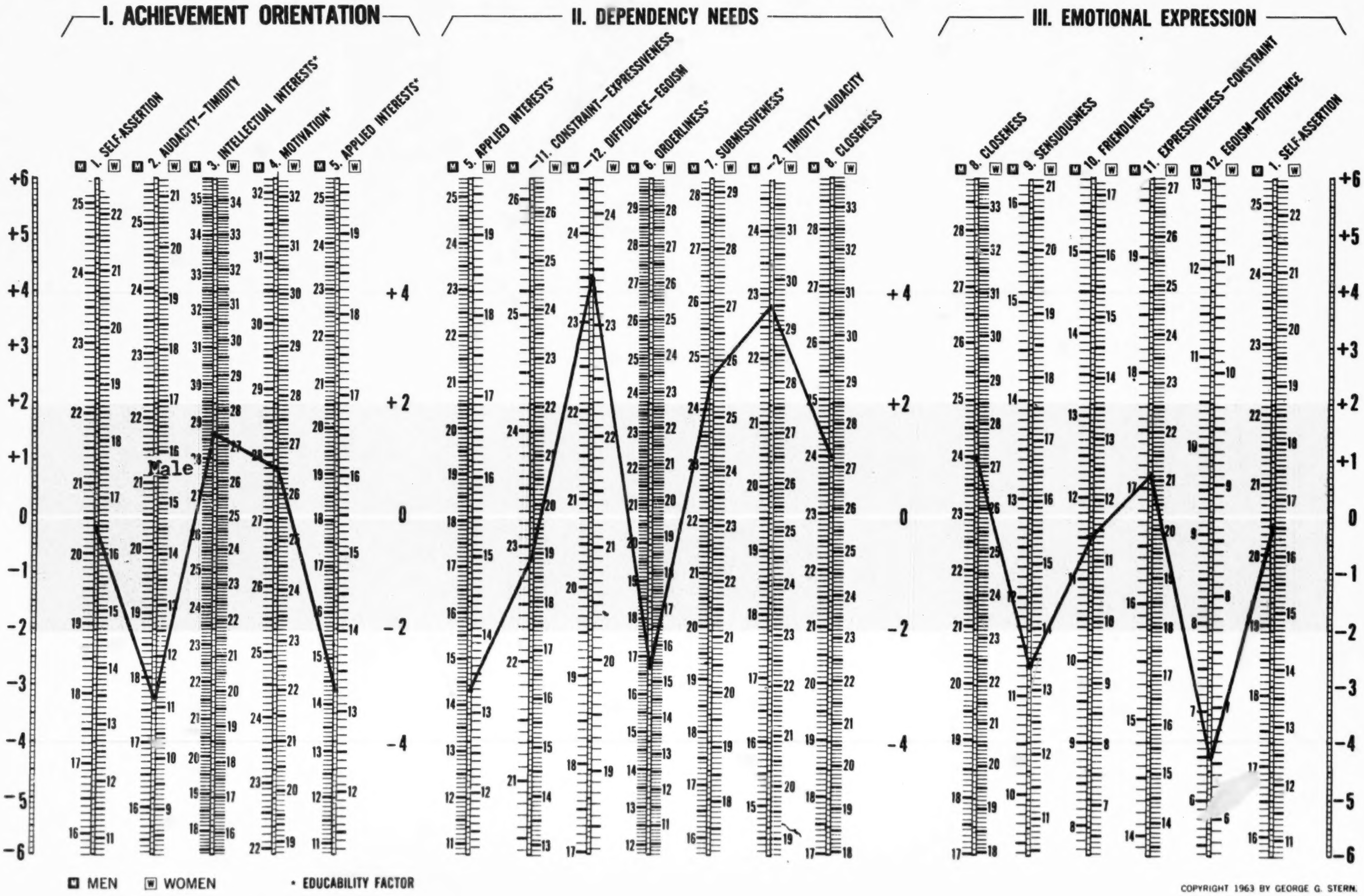

Portland State College-Iran

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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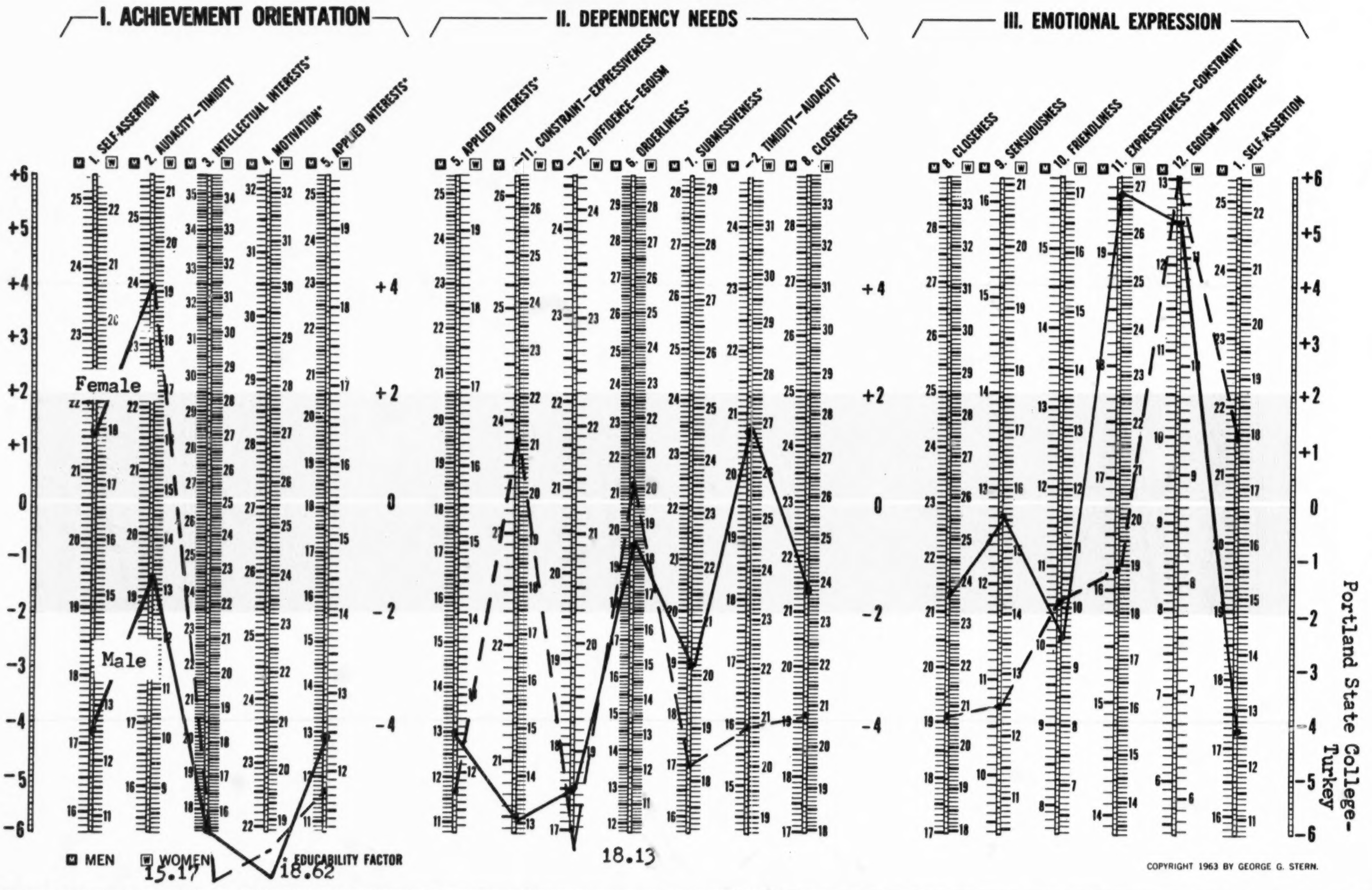

Portland State College-
Turkey

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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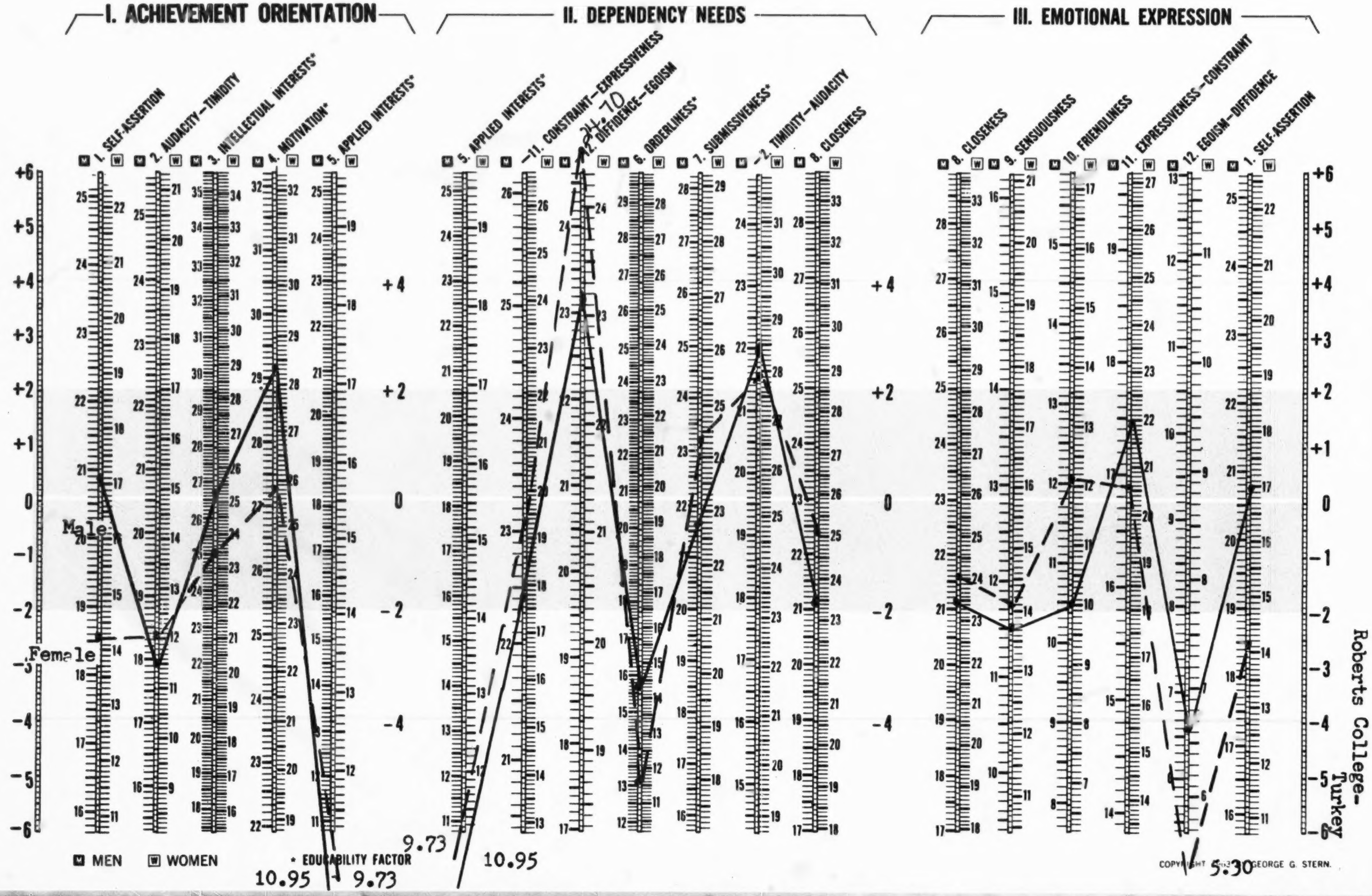

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GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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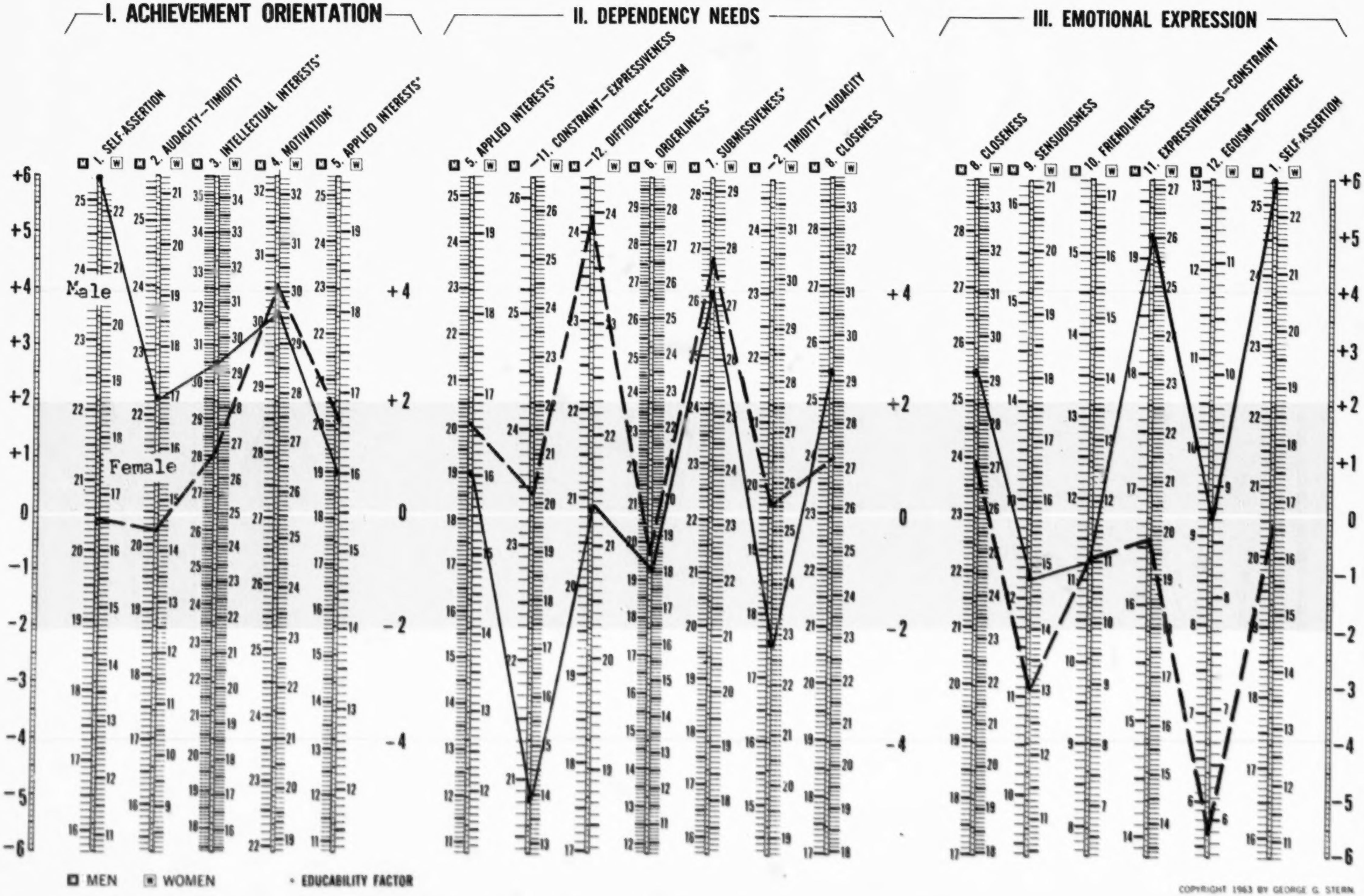

Rutgers U. - Jamaica

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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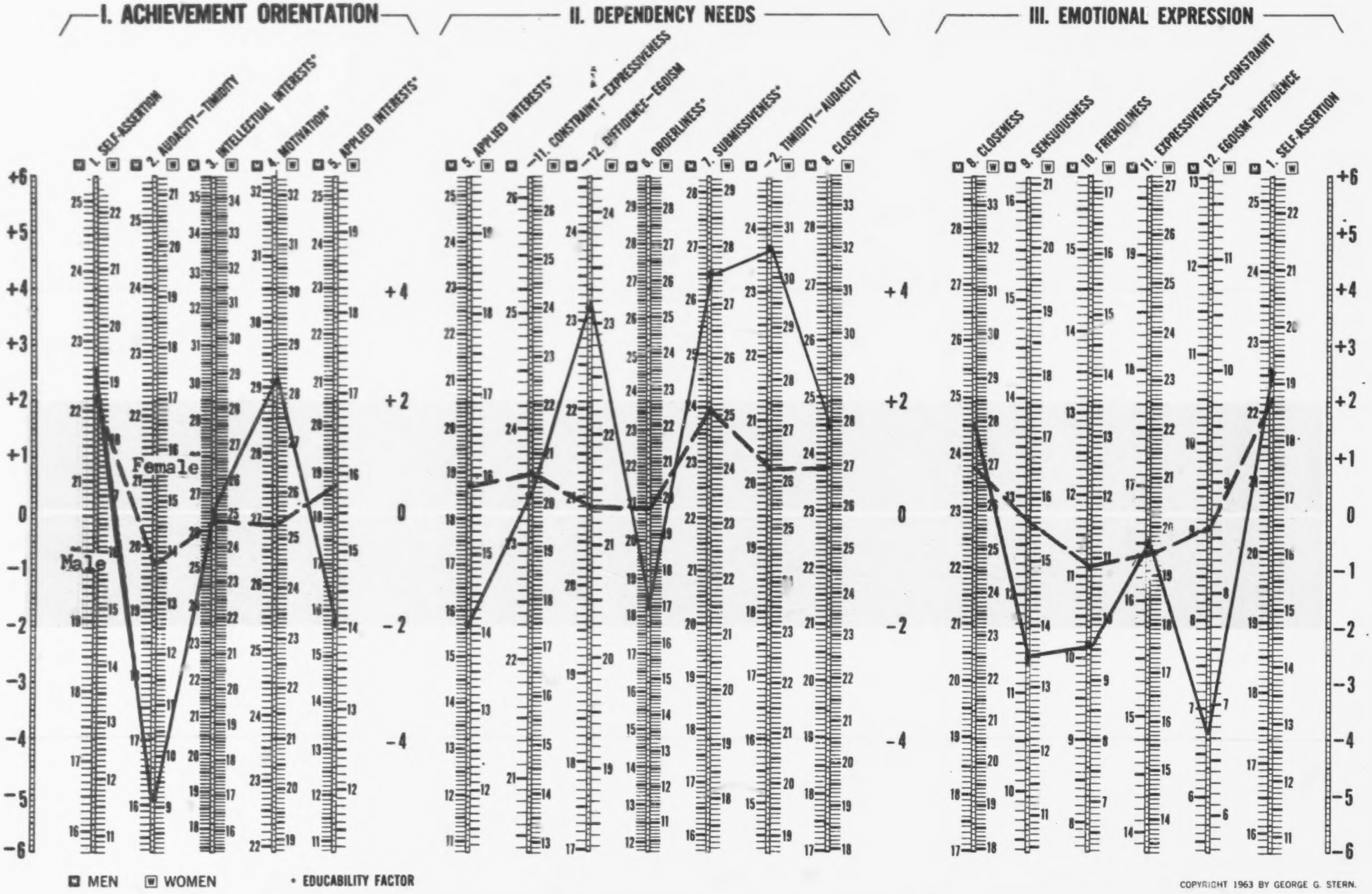

Southern Illinois U.-Honduras

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

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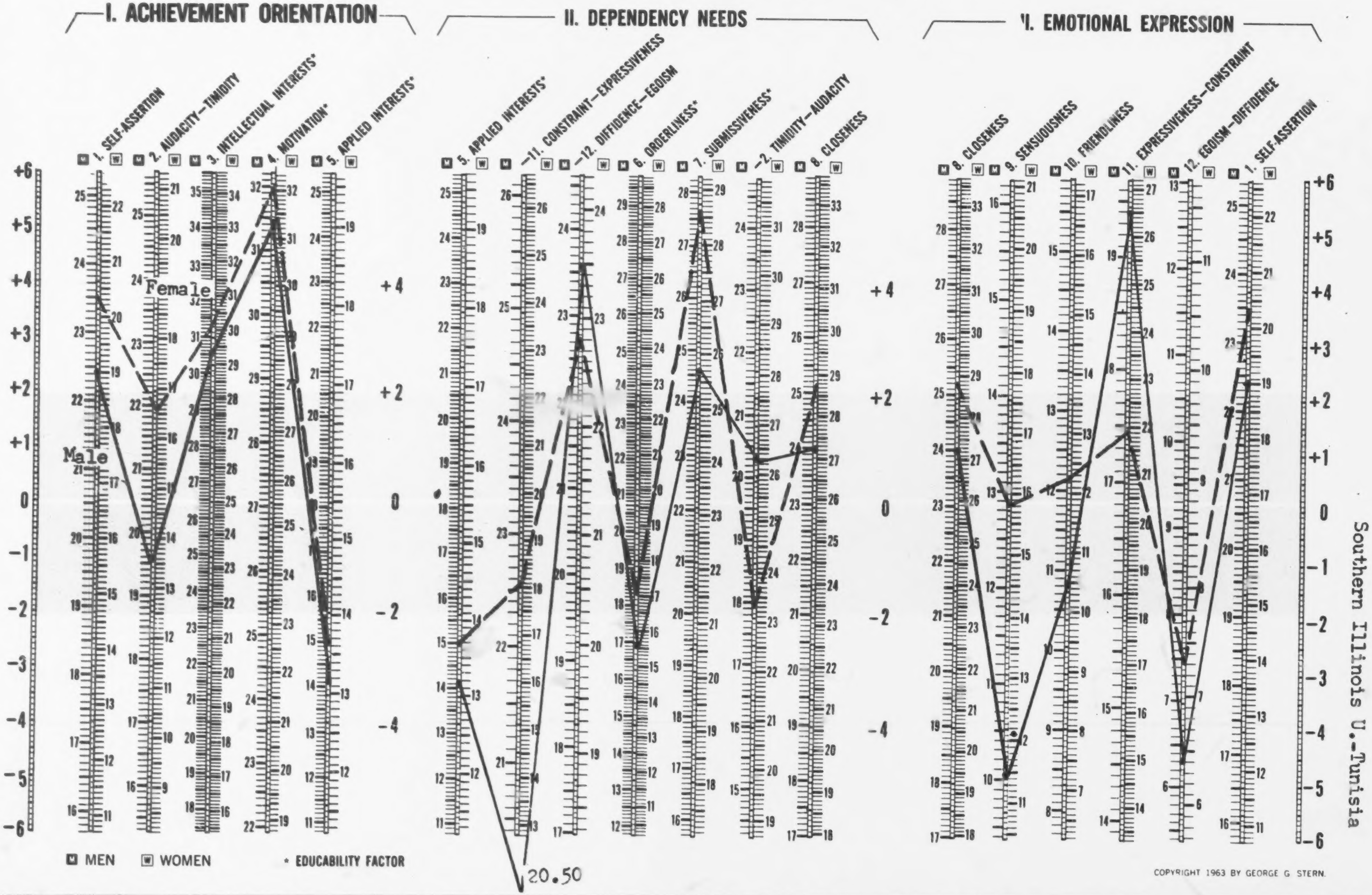

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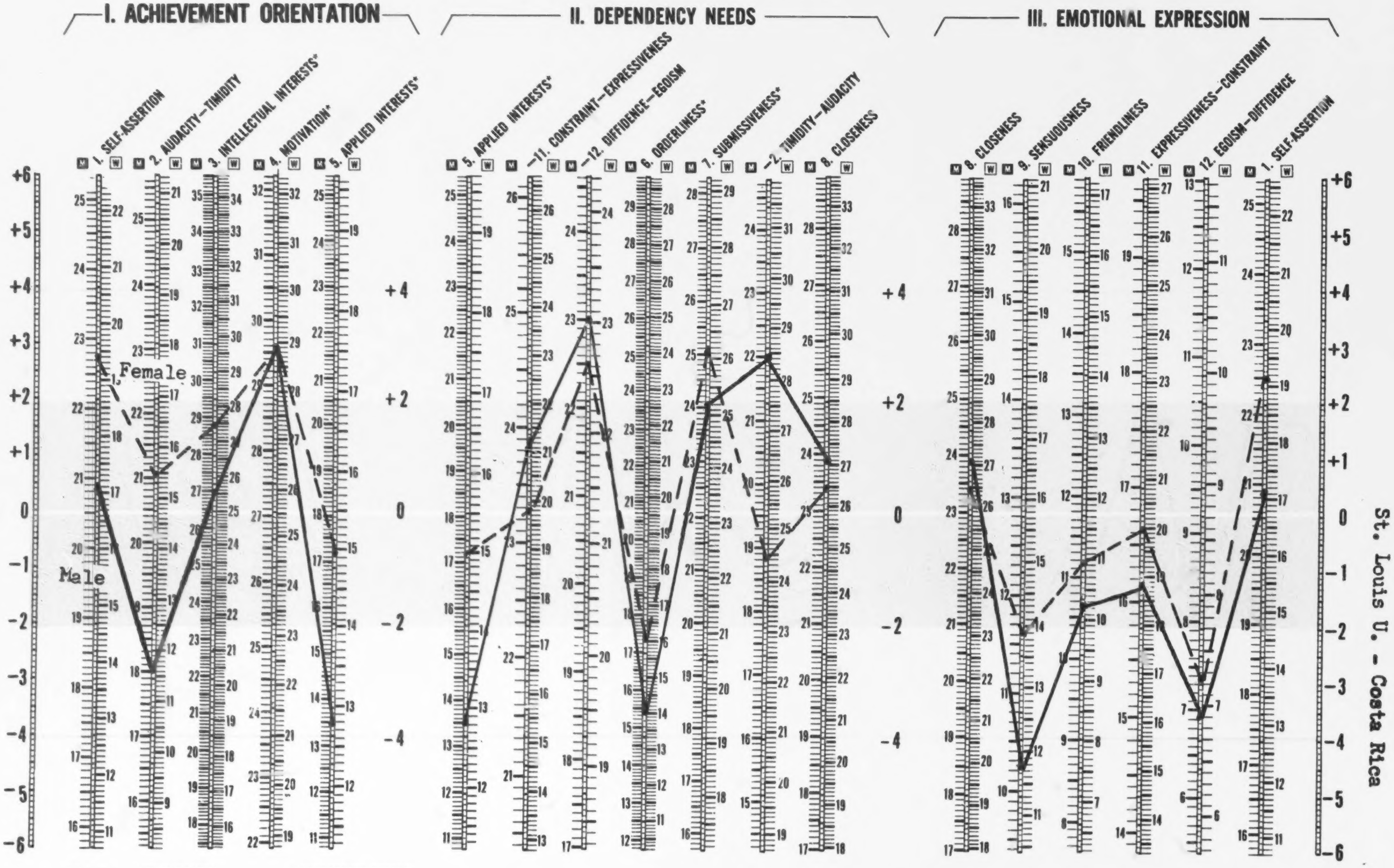

St. Louis U. - Costa Rica

M MEN W WOMEN * EDUCABILITY FACTOR

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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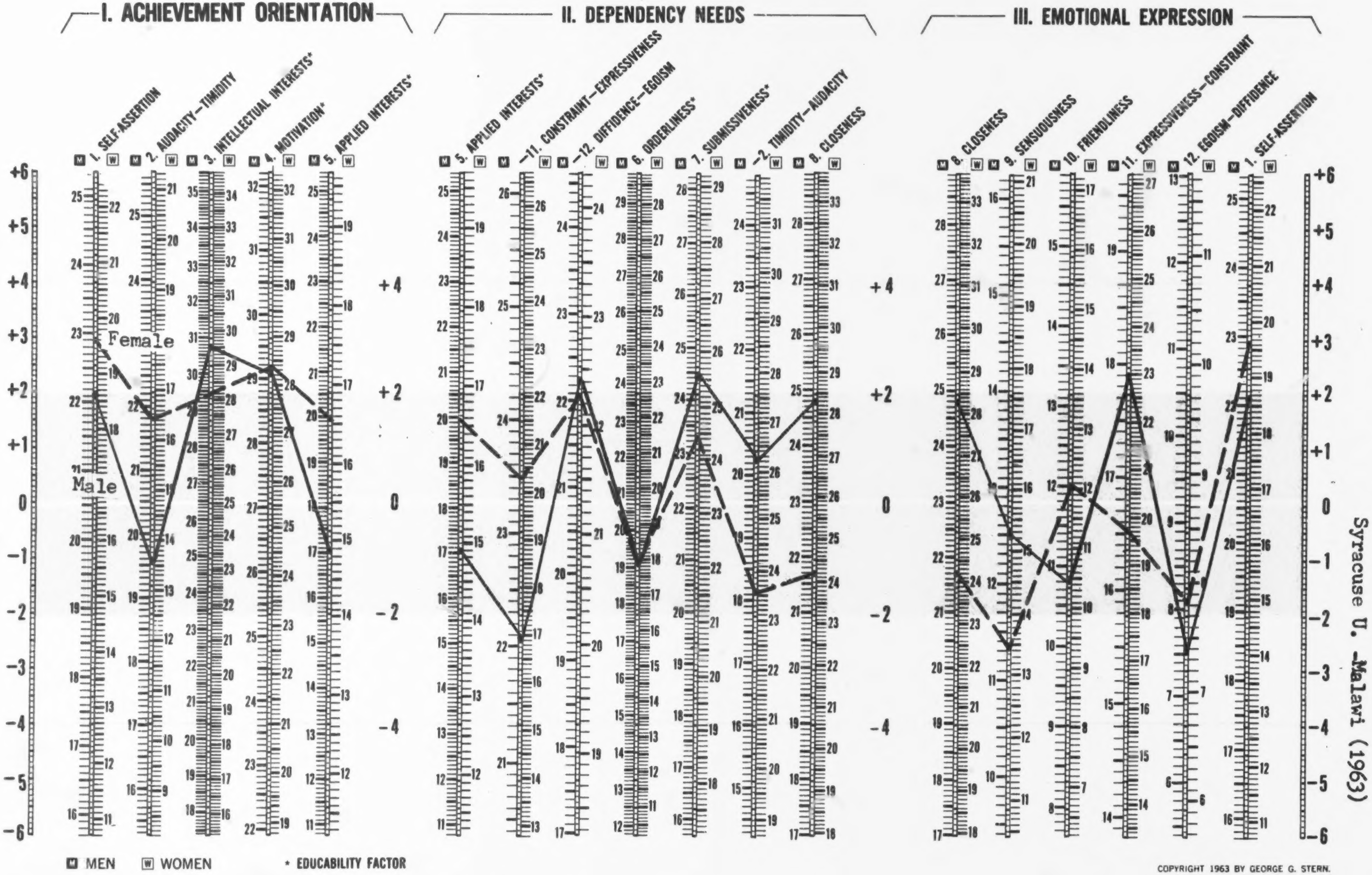

Syracuse U. -Malawi (1963)

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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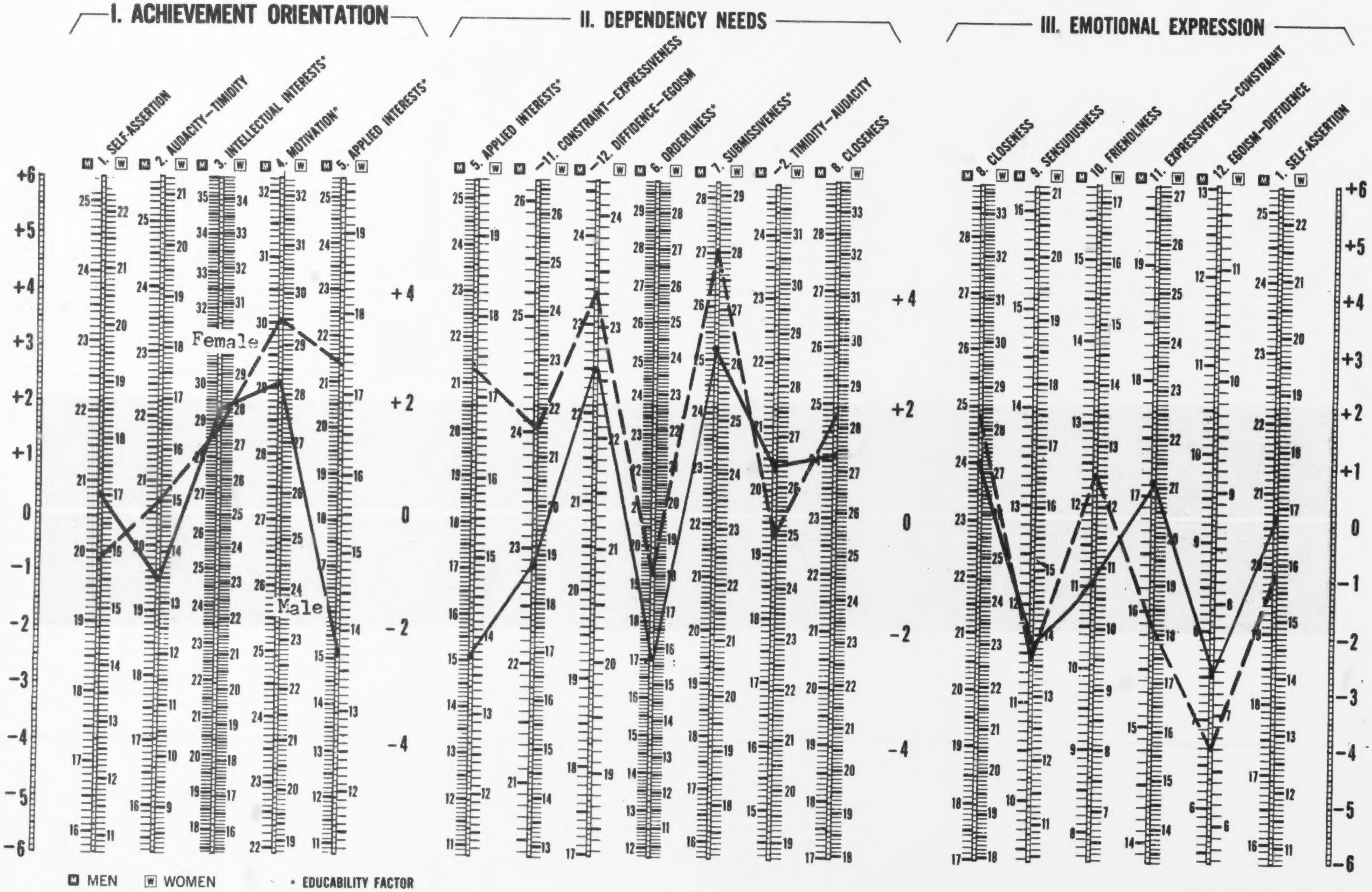

Syracuse .U. Malawi (1964)

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (A I)

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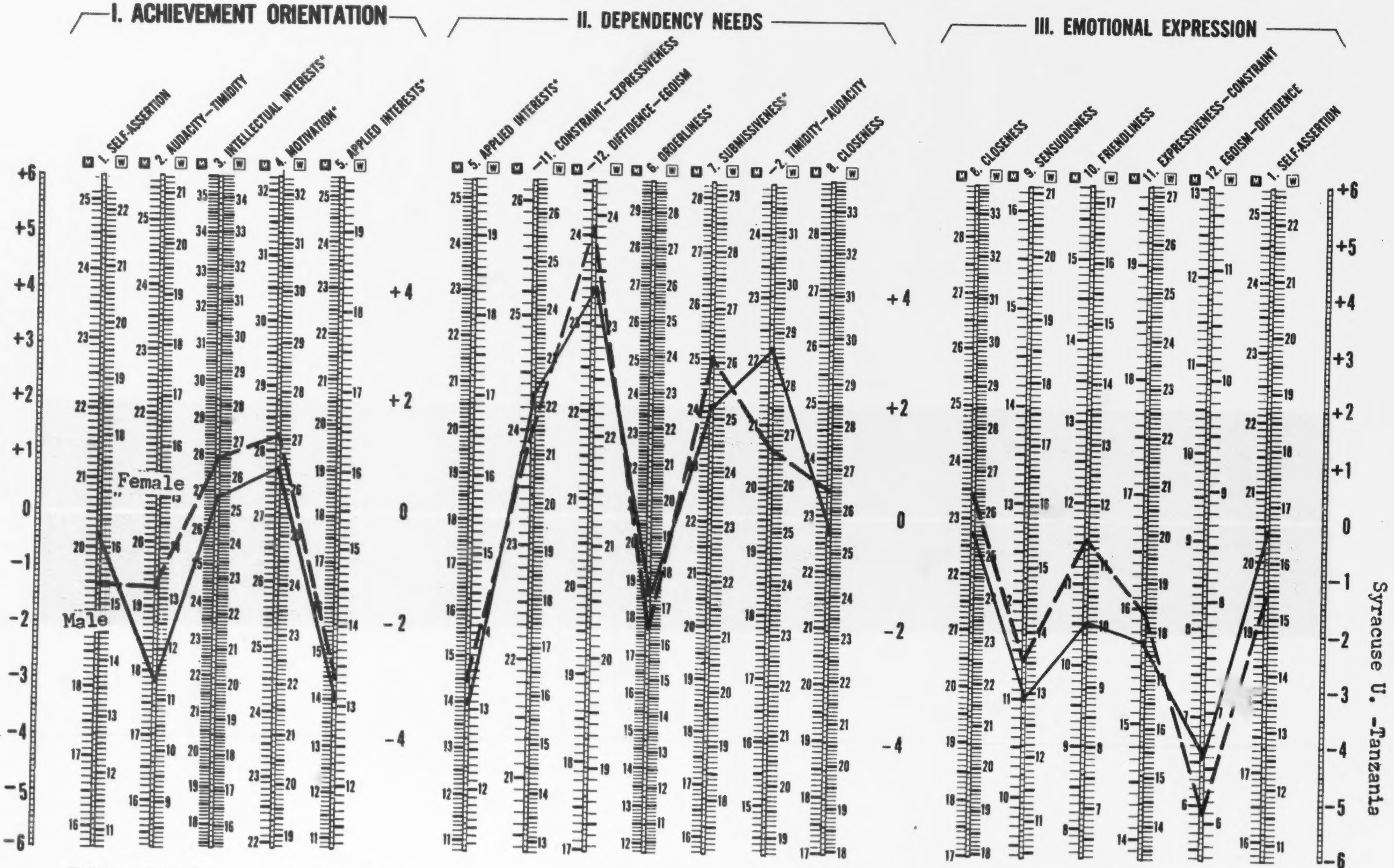

M MEN W WOMEN • EDUCABILITY FACTOR

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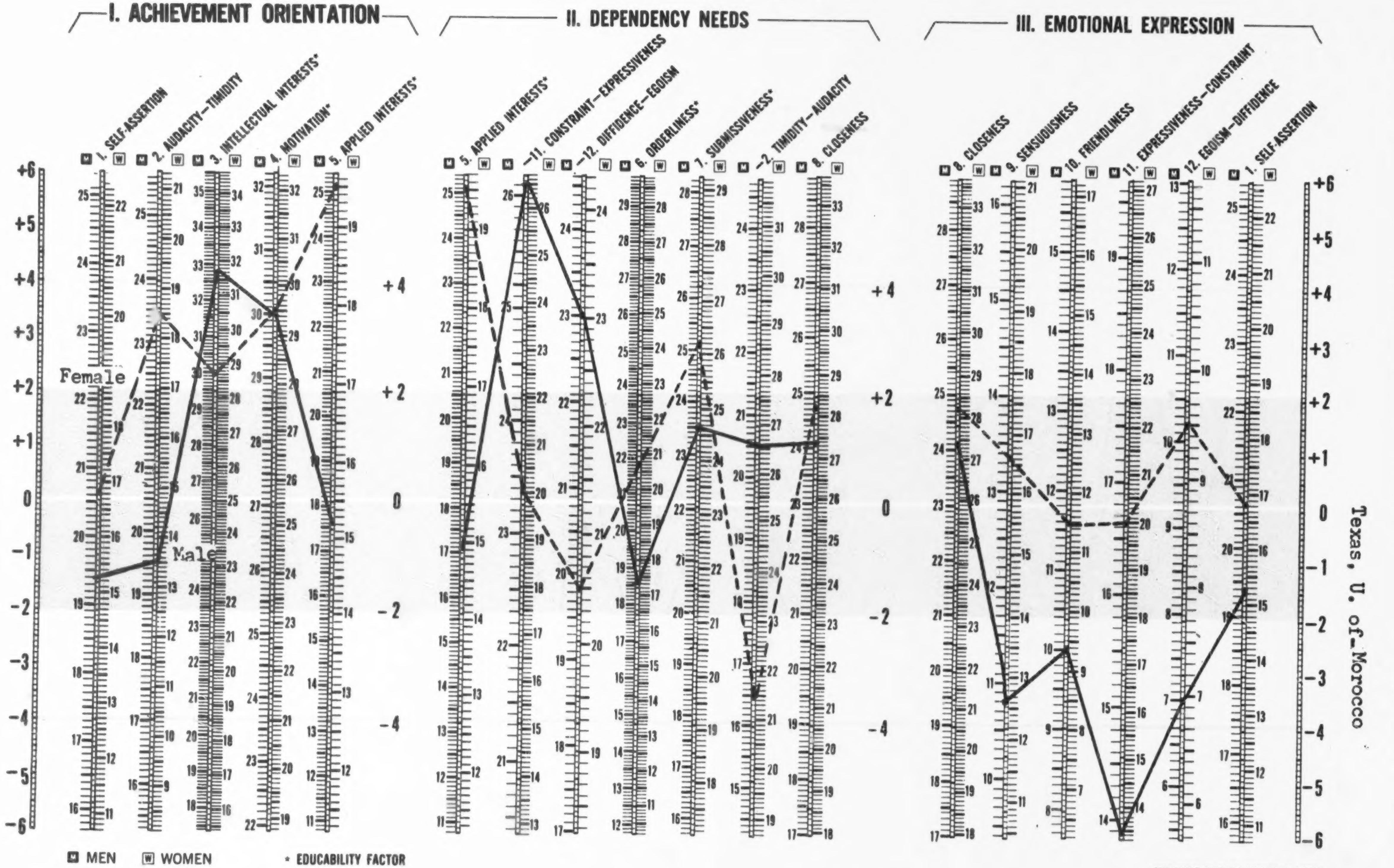

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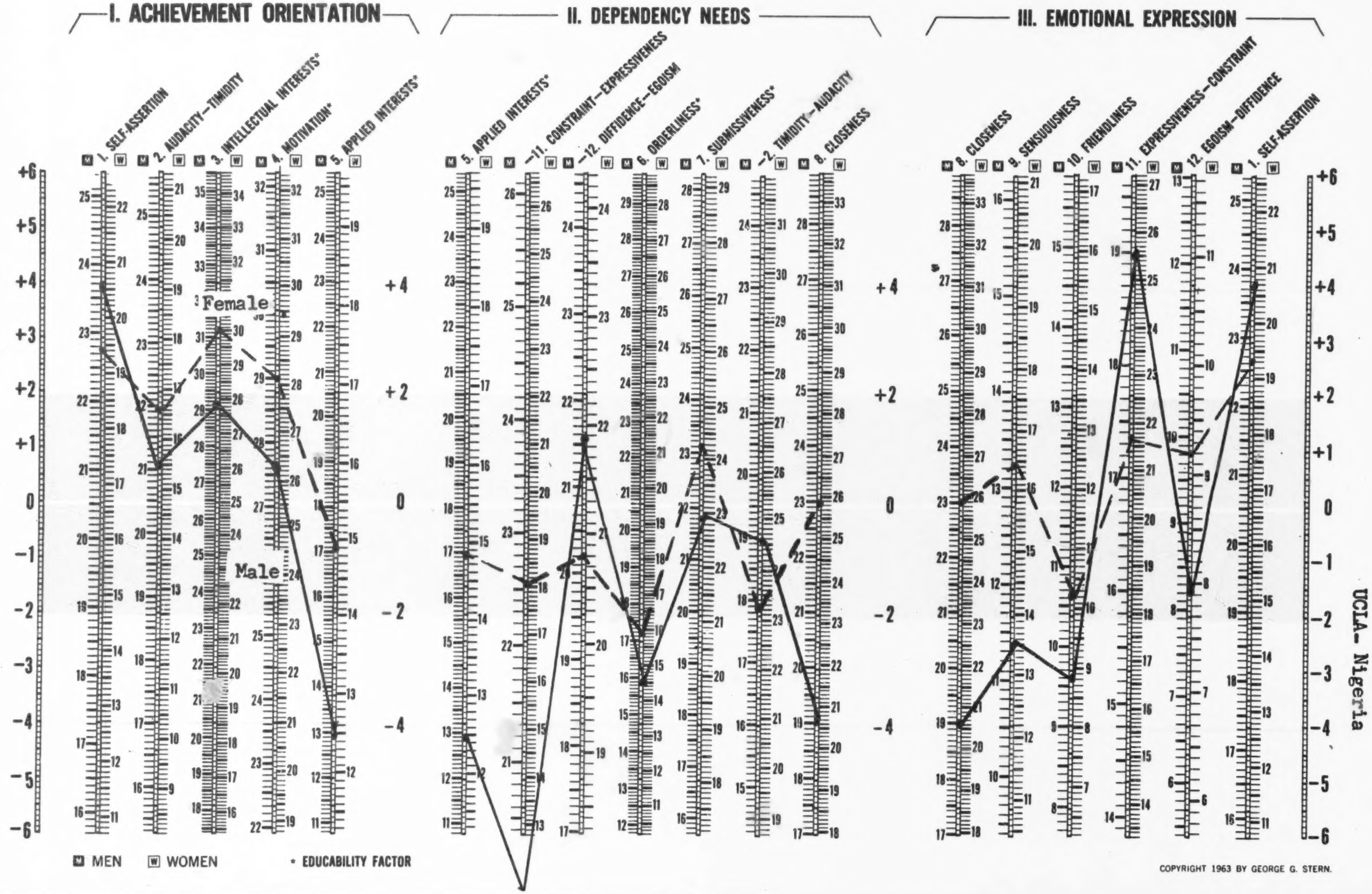

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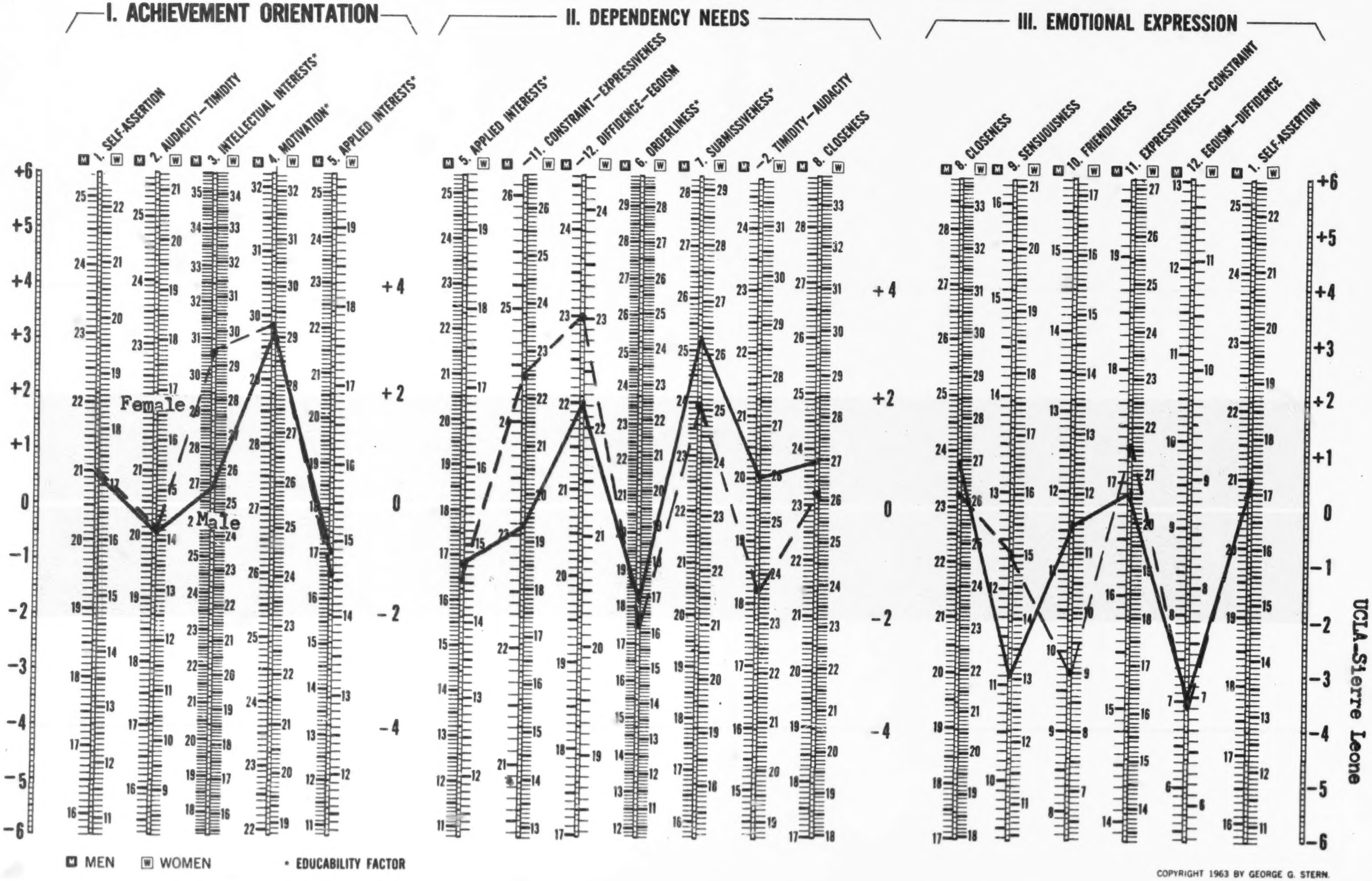

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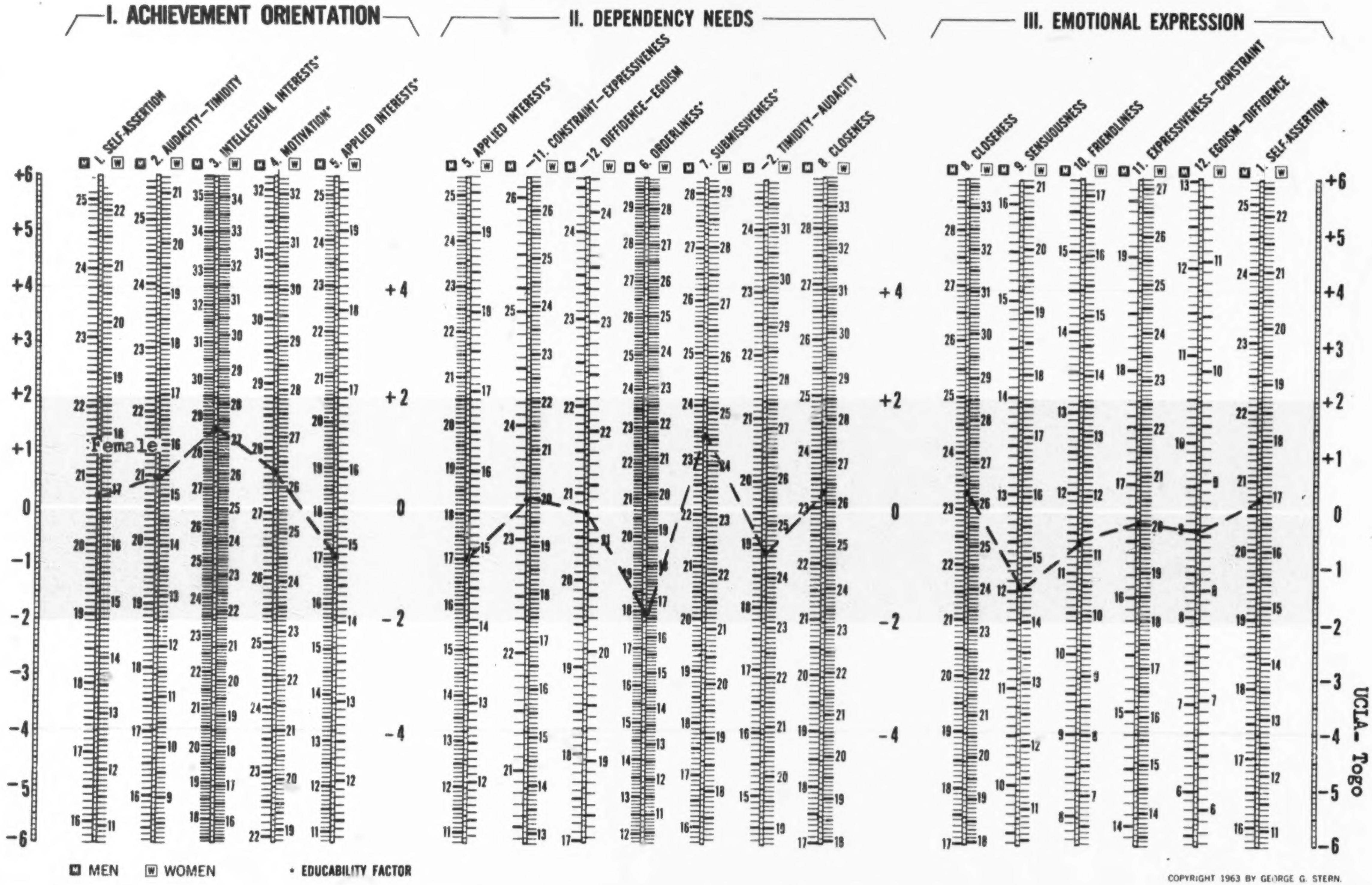

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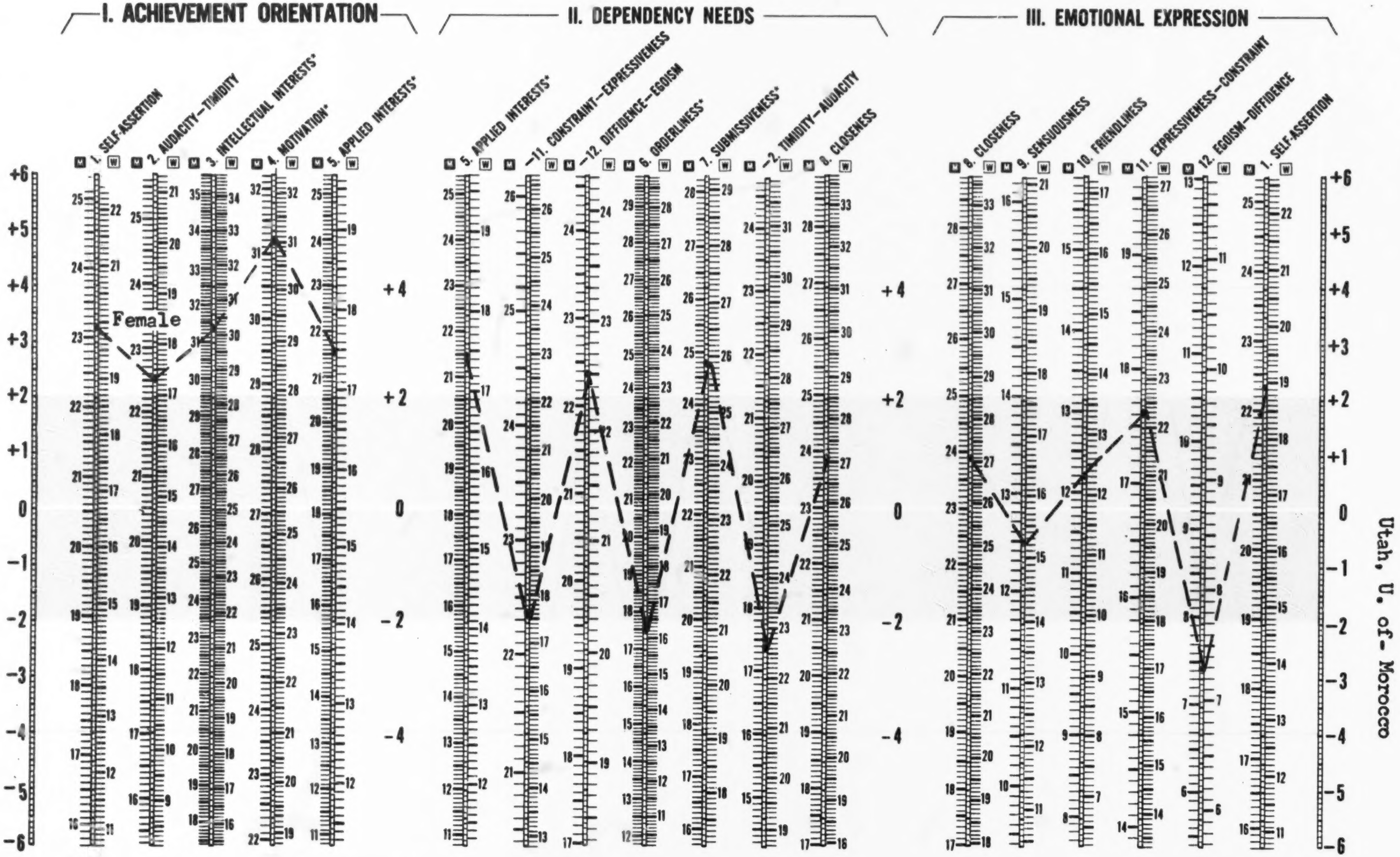
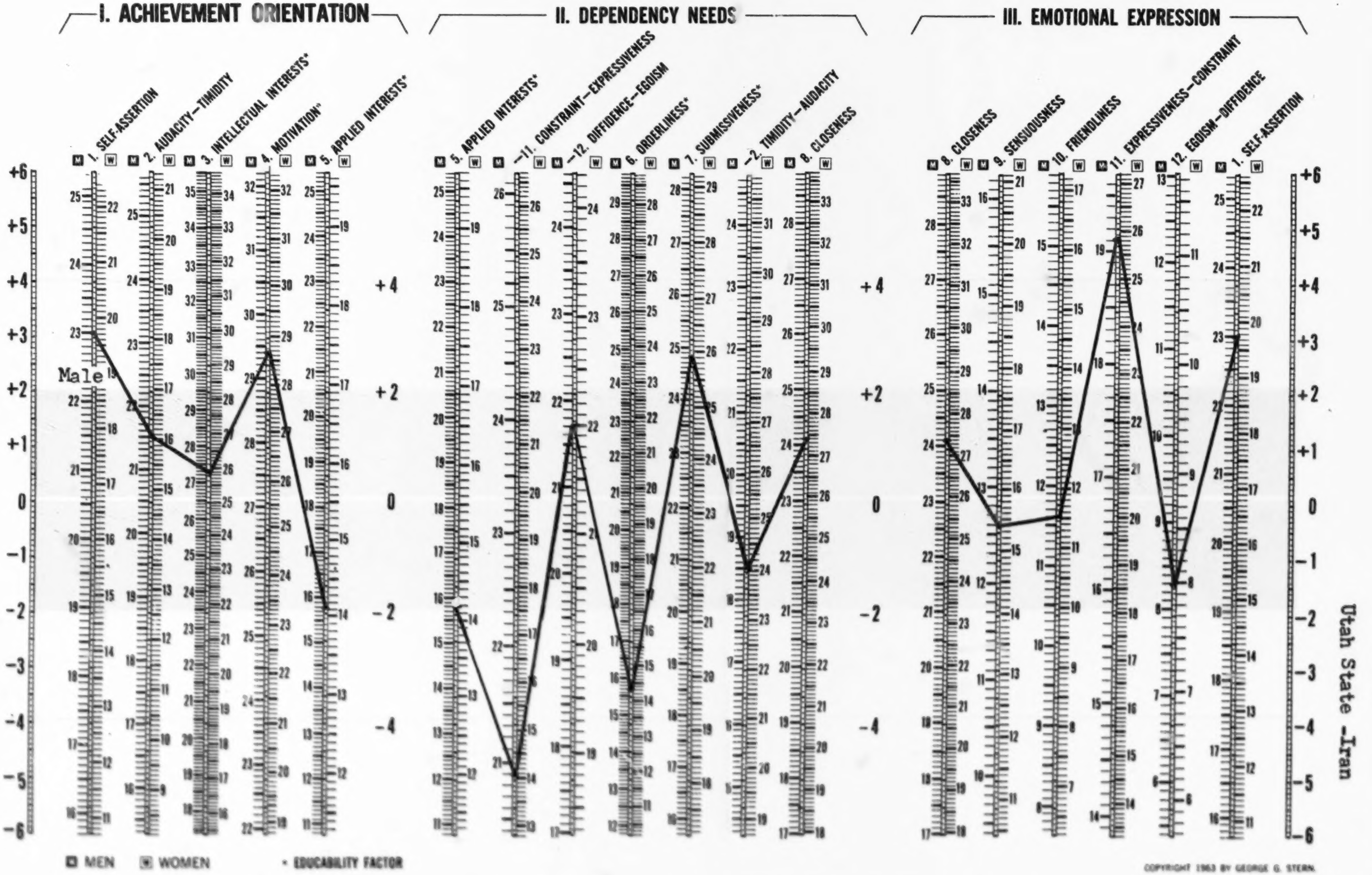


M MEN W WOMEN * EDUCABILITY FACTOR

GROUP FACTOR SCORE PROFILE—COLLEGE STUDENT BODY (AI)

NORMS BASED UPON 558 MEN AND 518 WOMEN ENROLLED AS JUNIORS AND SENIORS IN 21 COLLEGES.

STANDARD SCORES ($\bar{X} = 0$, $\sigma = 2$)



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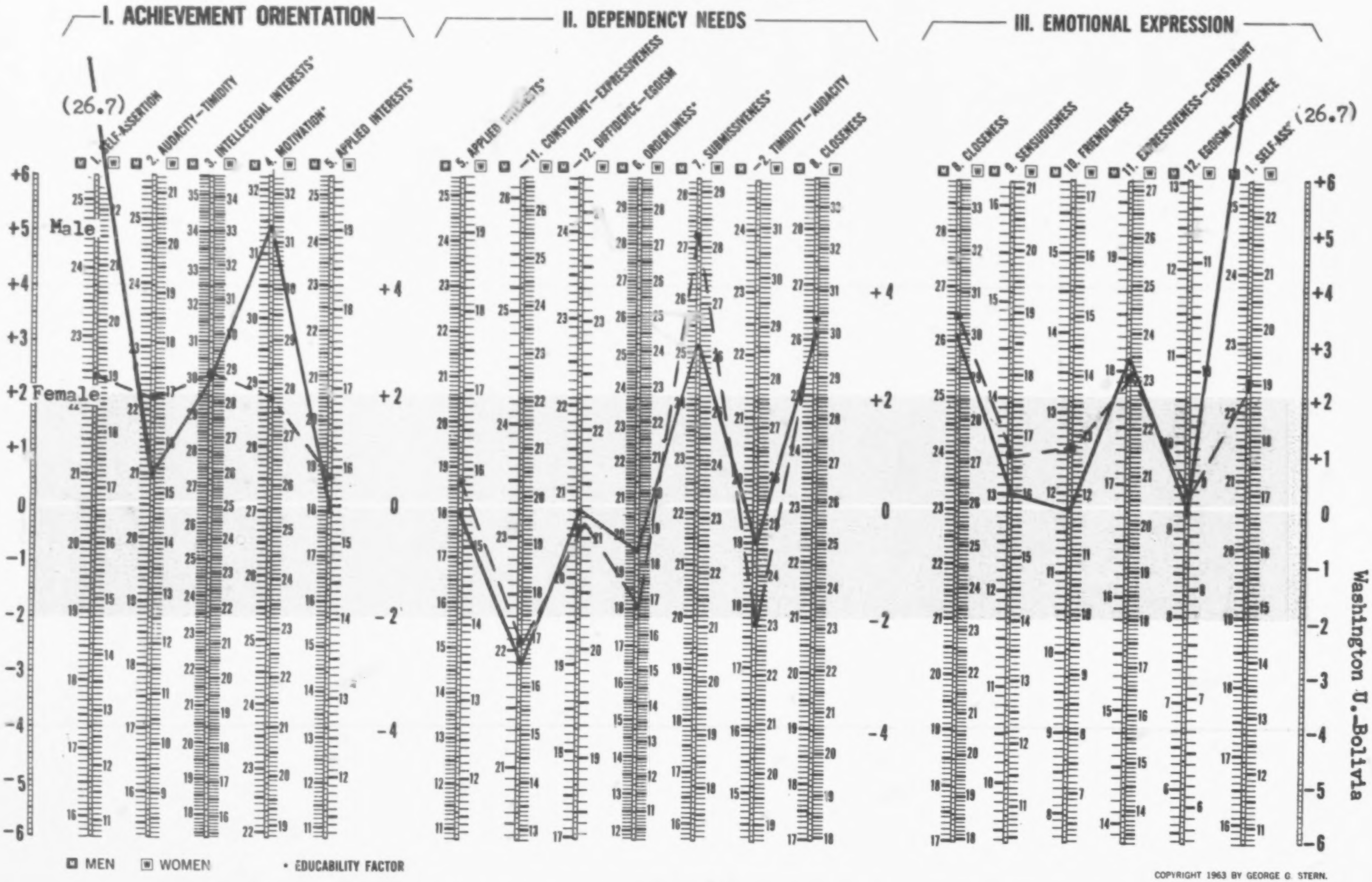

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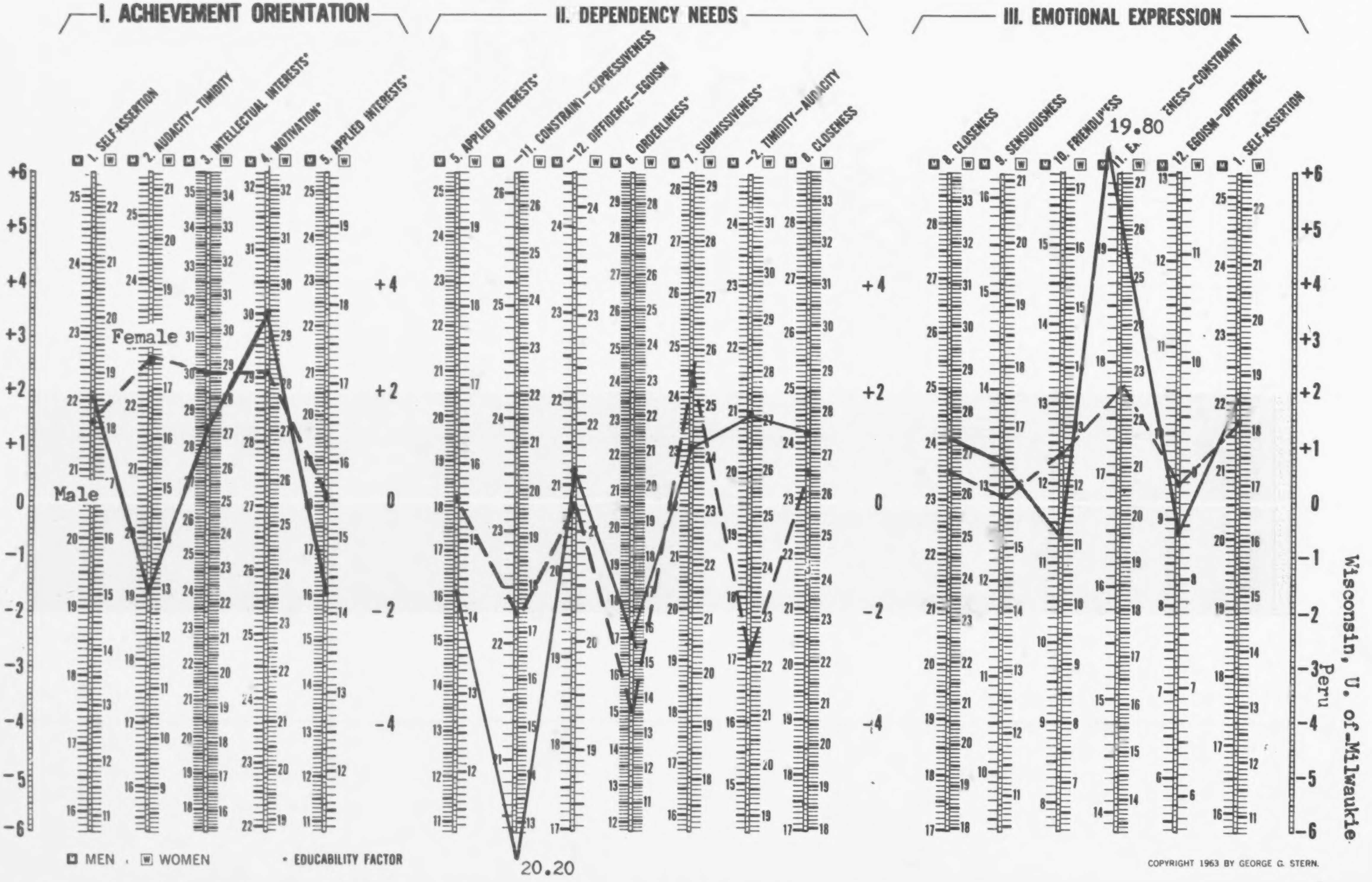
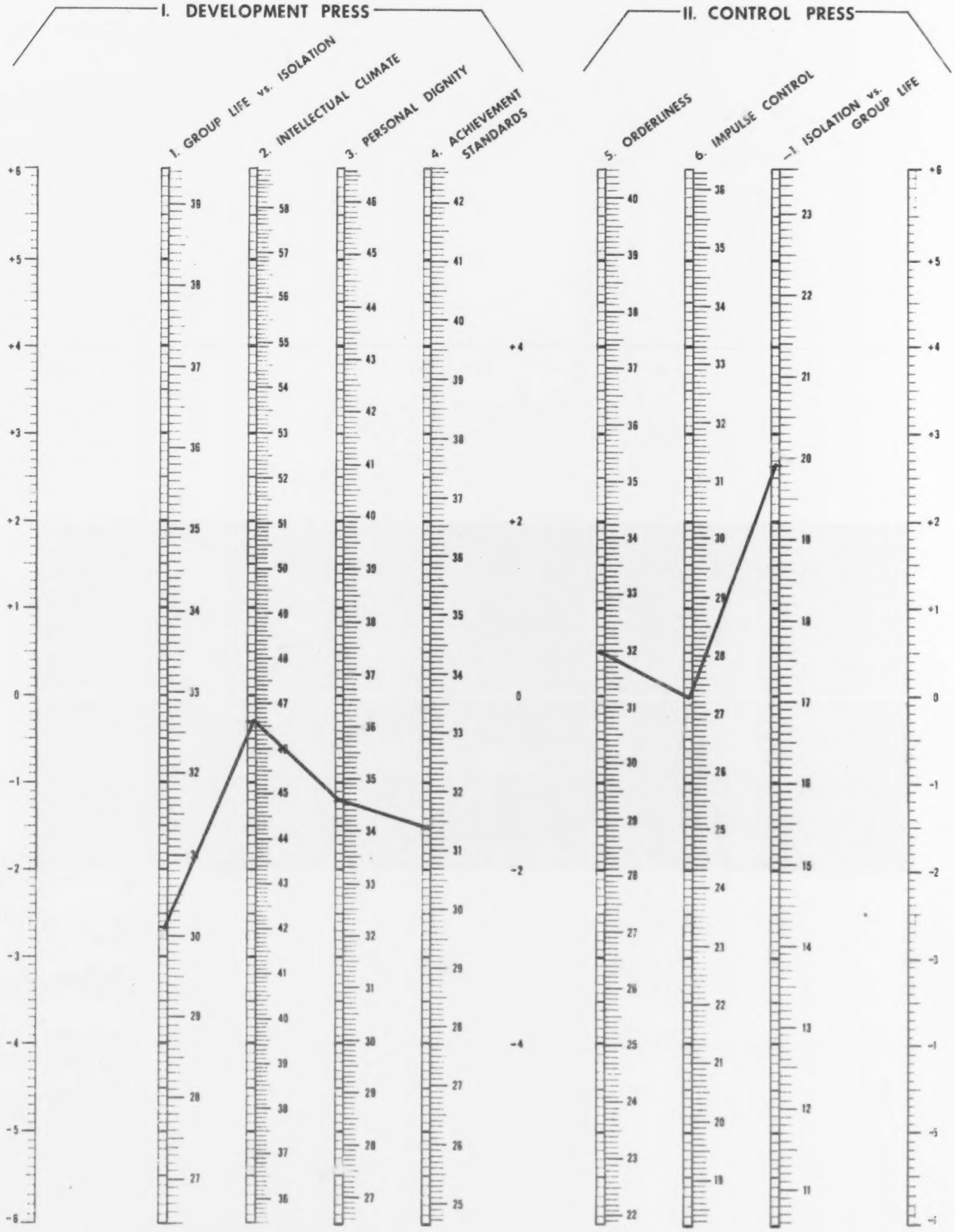


Portland State Col.-Iran

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)



Roberts College-Turkey

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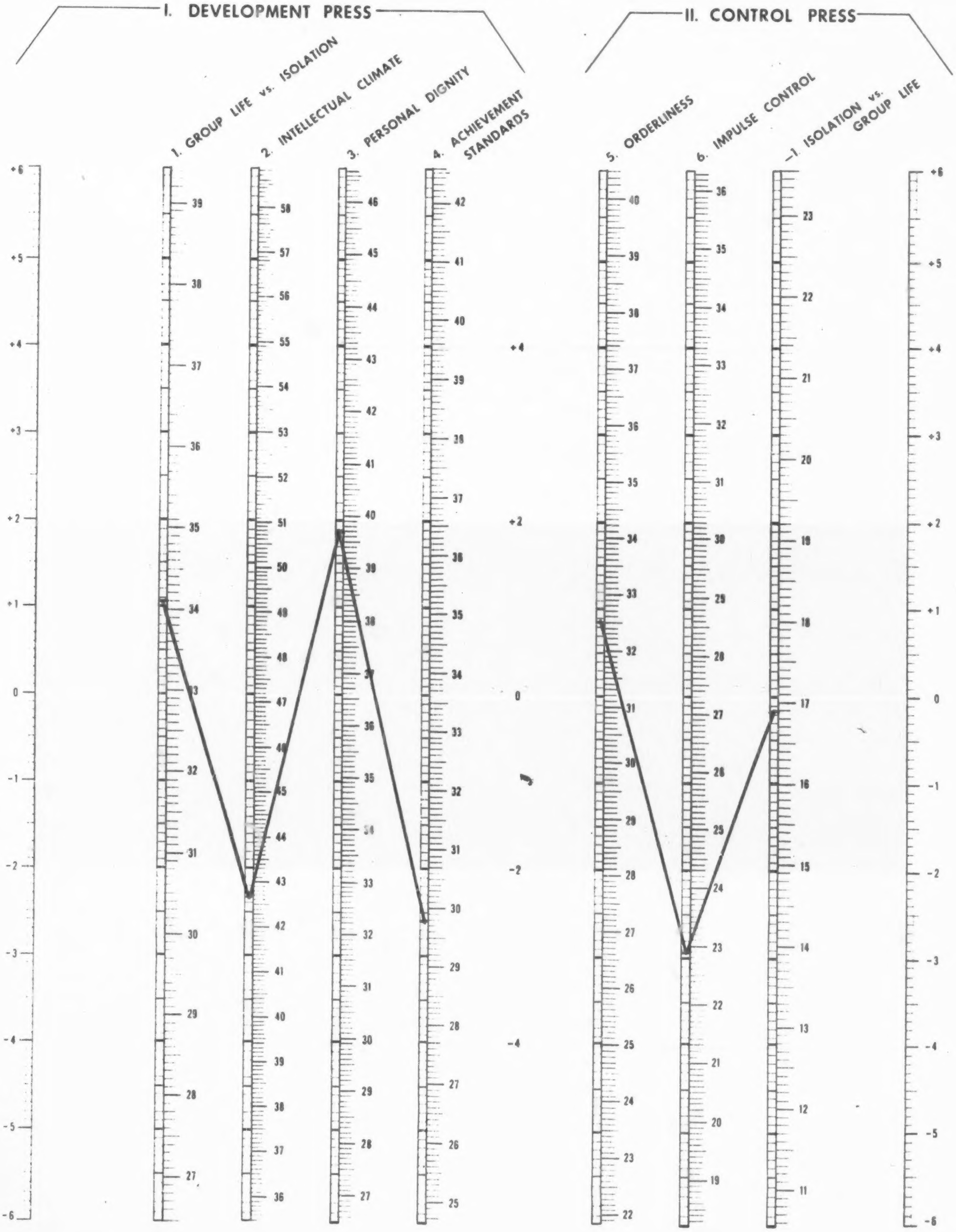

Rutgers Univ.-Jamaica

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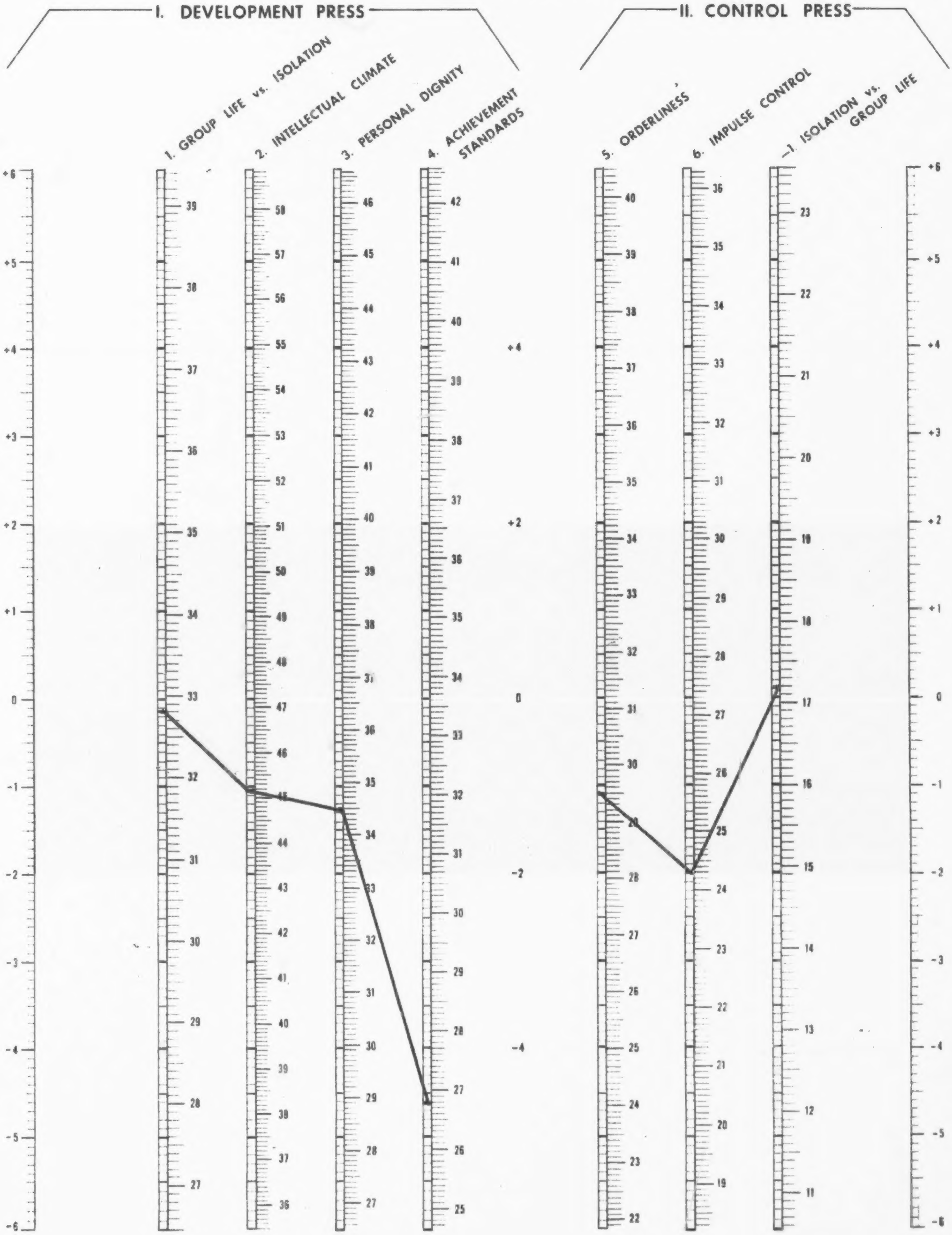

St. Louis U.-Costa Rica

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

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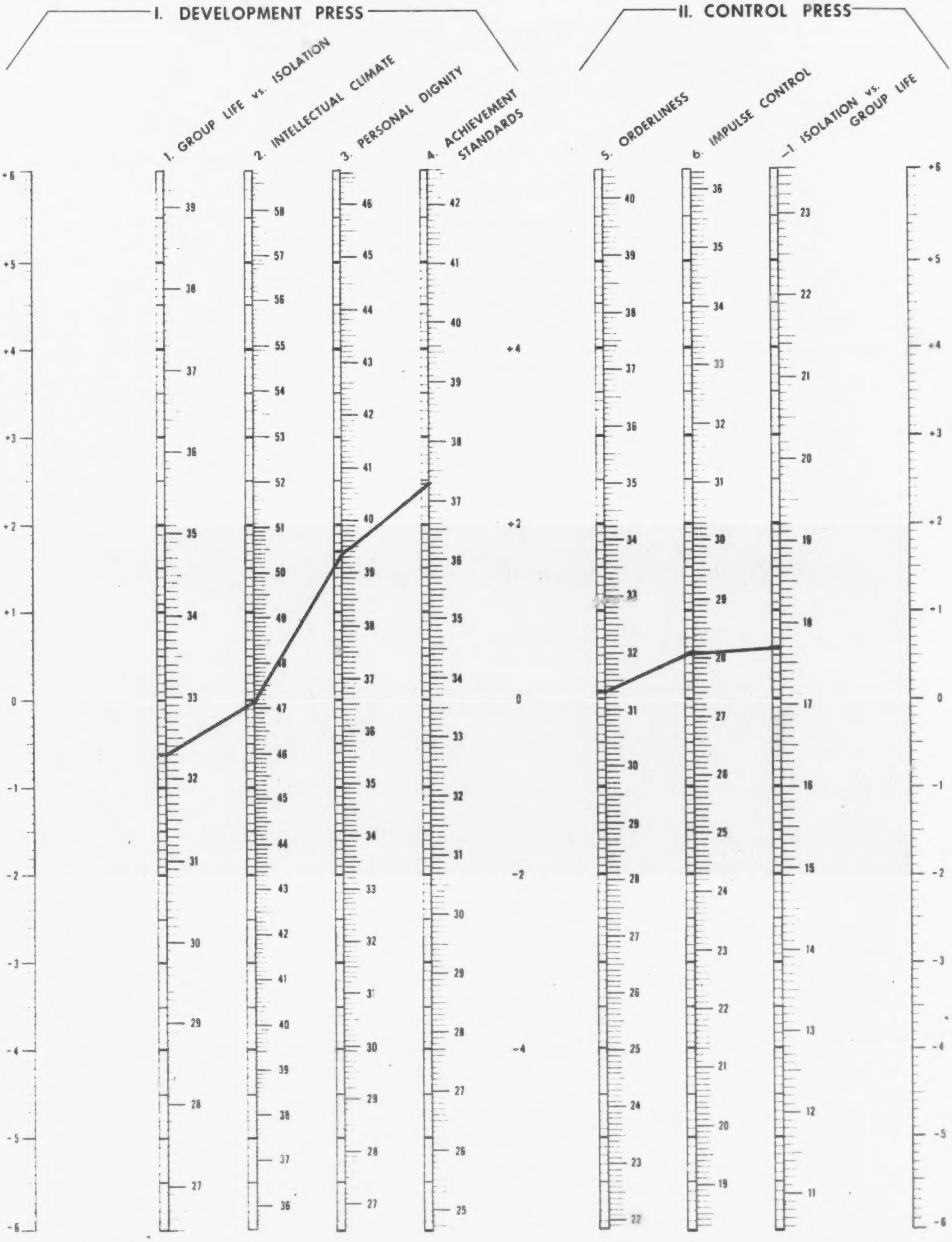

Southern Illinois U.-Honduras

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

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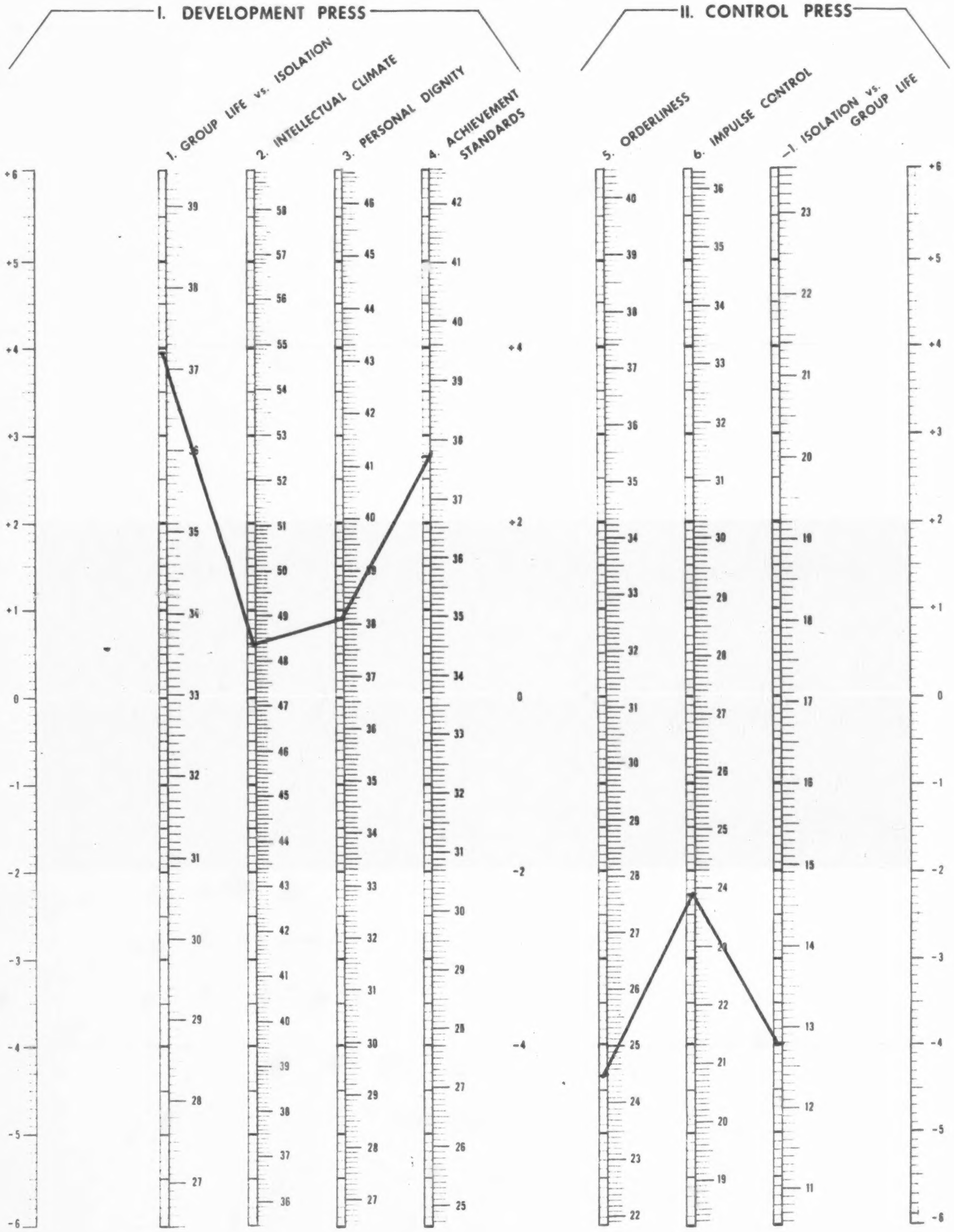
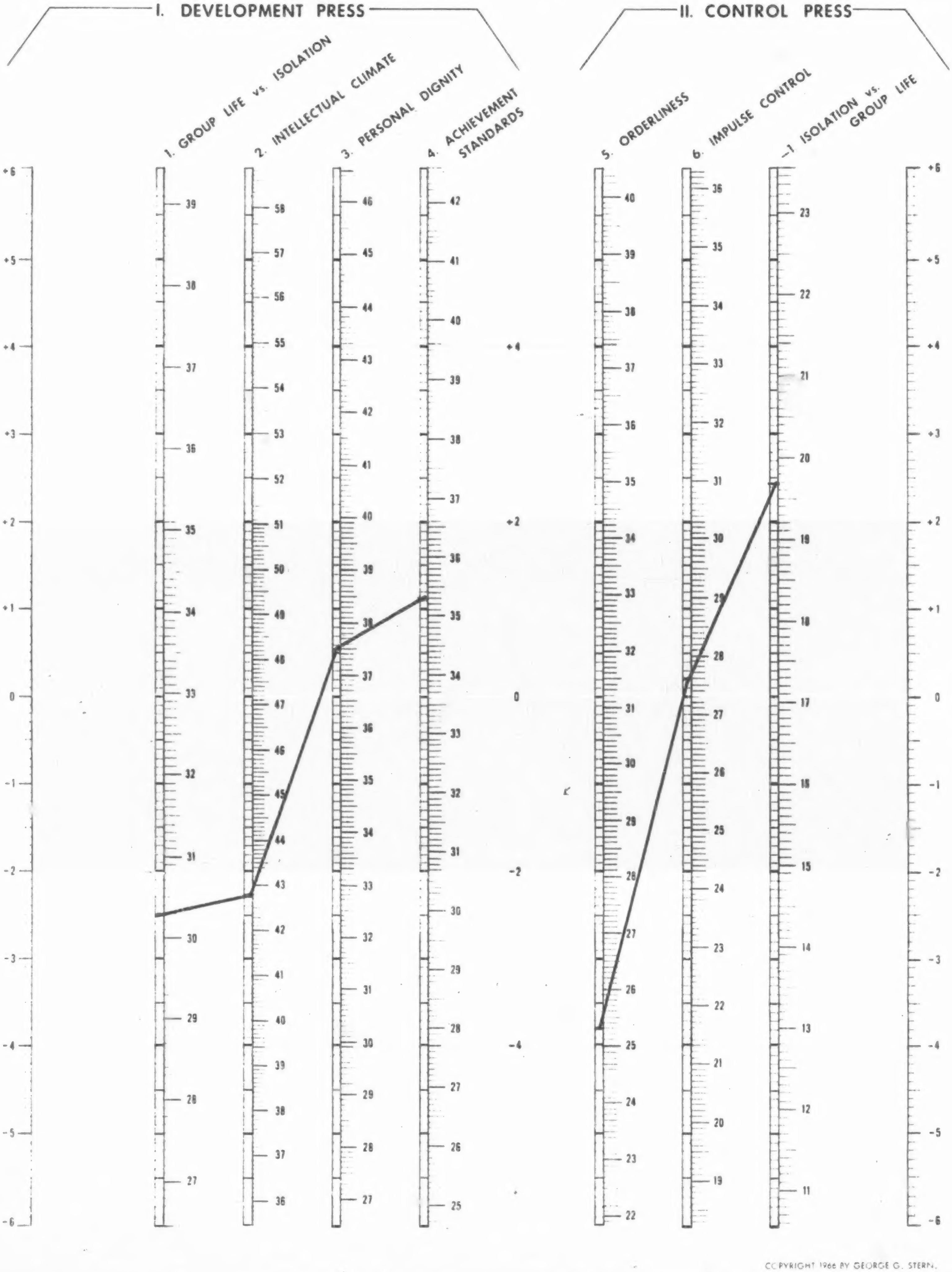


Southern Illinois U.-Tunisia

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

NORMS BASED ON 2505 TRAINEES ENROLLED IN 63 TRAINING UNITS

STANDARD SCORES ($\overline{X}=0, \sigma=2$)



Syracuse U.-Malawi (1963)

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

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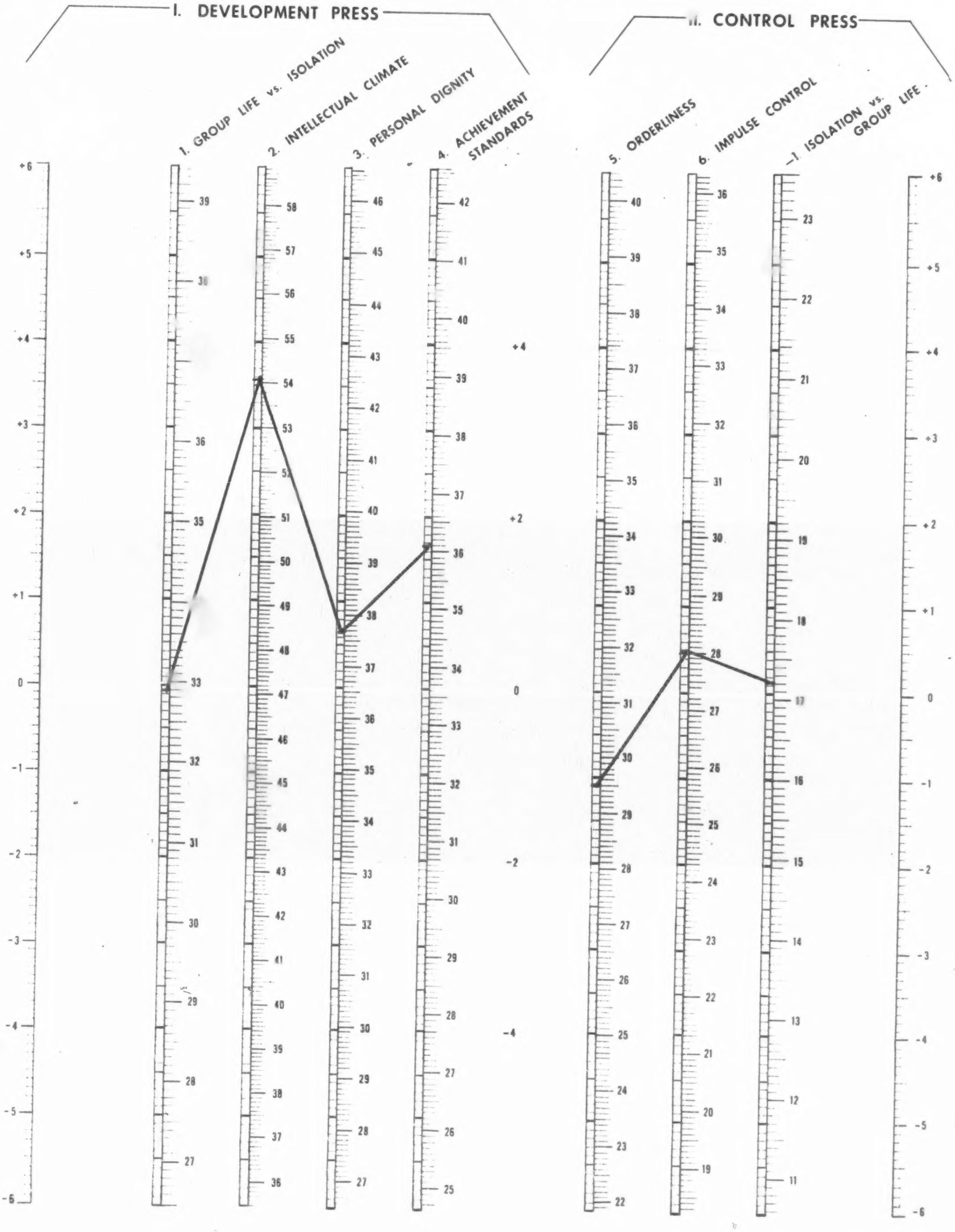

Syracuse U.-Malawi(1964)

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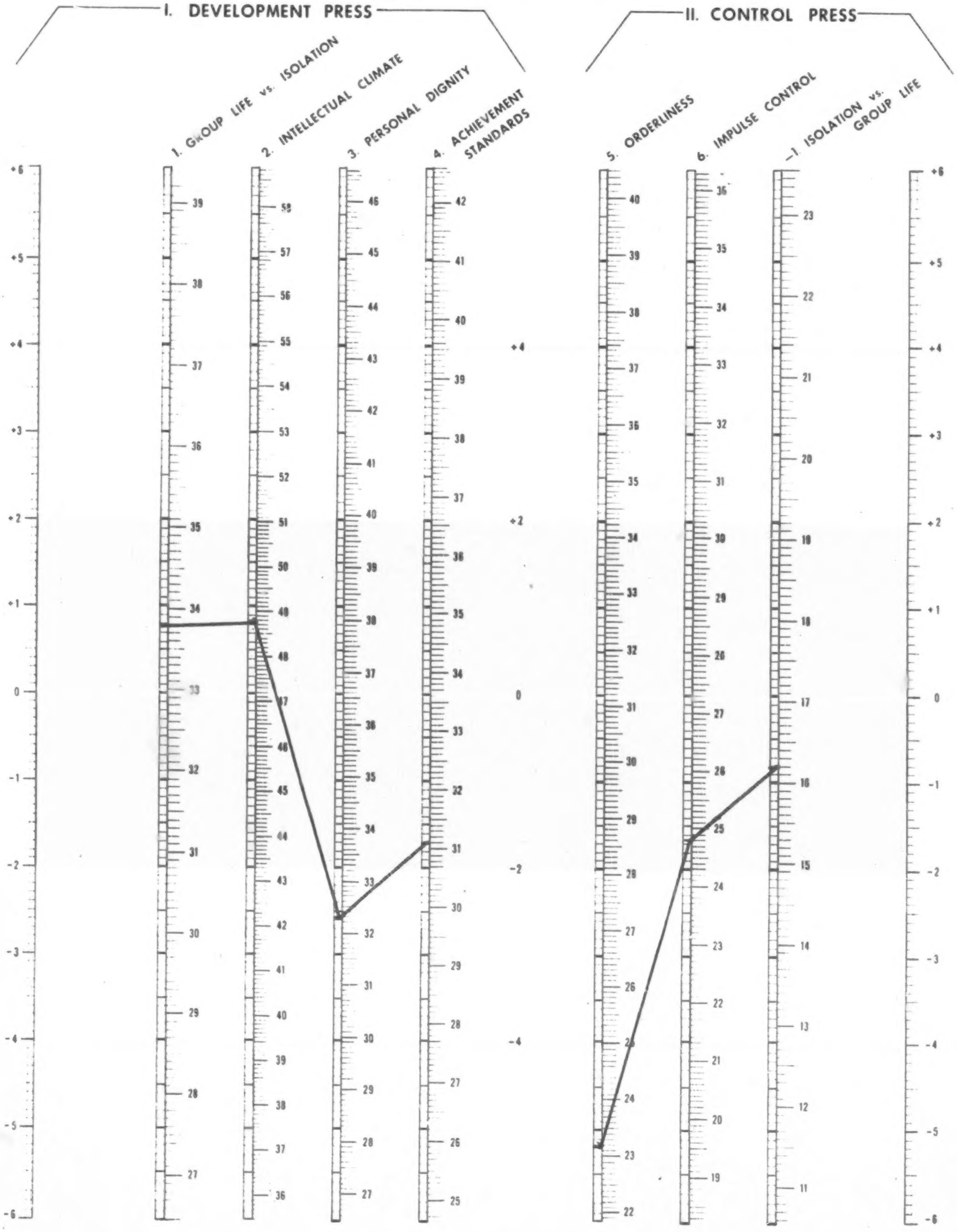

Syracuse U.-Tanzania

GROUP FACTOR SCORE PROFILE—PEACE CORPS TRAINING ENVIRONMENT (OCI)

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